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ABSTRACT

Written by classroom teachers from around the country, this compilation of 28 lesson plans on the U.S. Constitution and related topics is adaptable to many grade levels. Lesson titles include "Exercise Your Constitution: Constitutional Olympics for the Classroom"; "ERA for Children"; "It's in Your Pocket" (minting of coins); "Voting and the U.S. Constitution--Past, Present, and Future"; The Haudenosaunee (Iroquois) and the U.S. Constitution: A Whole Language' Lesson"; "I Pledge Allegiance to the...What?!"; The Constitutional Presidents: Washington, Adams, Jefferson, Madison or The First Four'"; "The Bill of Rights"; "The Road to Liberty--Literacy"; and "What if Women had Written the Constitution." Each lesson includes an overview, goals, grade level, time needed to complete, materials, procedures, evaluation, and tips for the teacher. Appendices contain a copy of the Constitution, instructional methods, and supplemental lesson materials. (DB)

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APPLAUDING OUR CONSTITUTION

HANDS-ON CREATIVE LESSONS -- K-8

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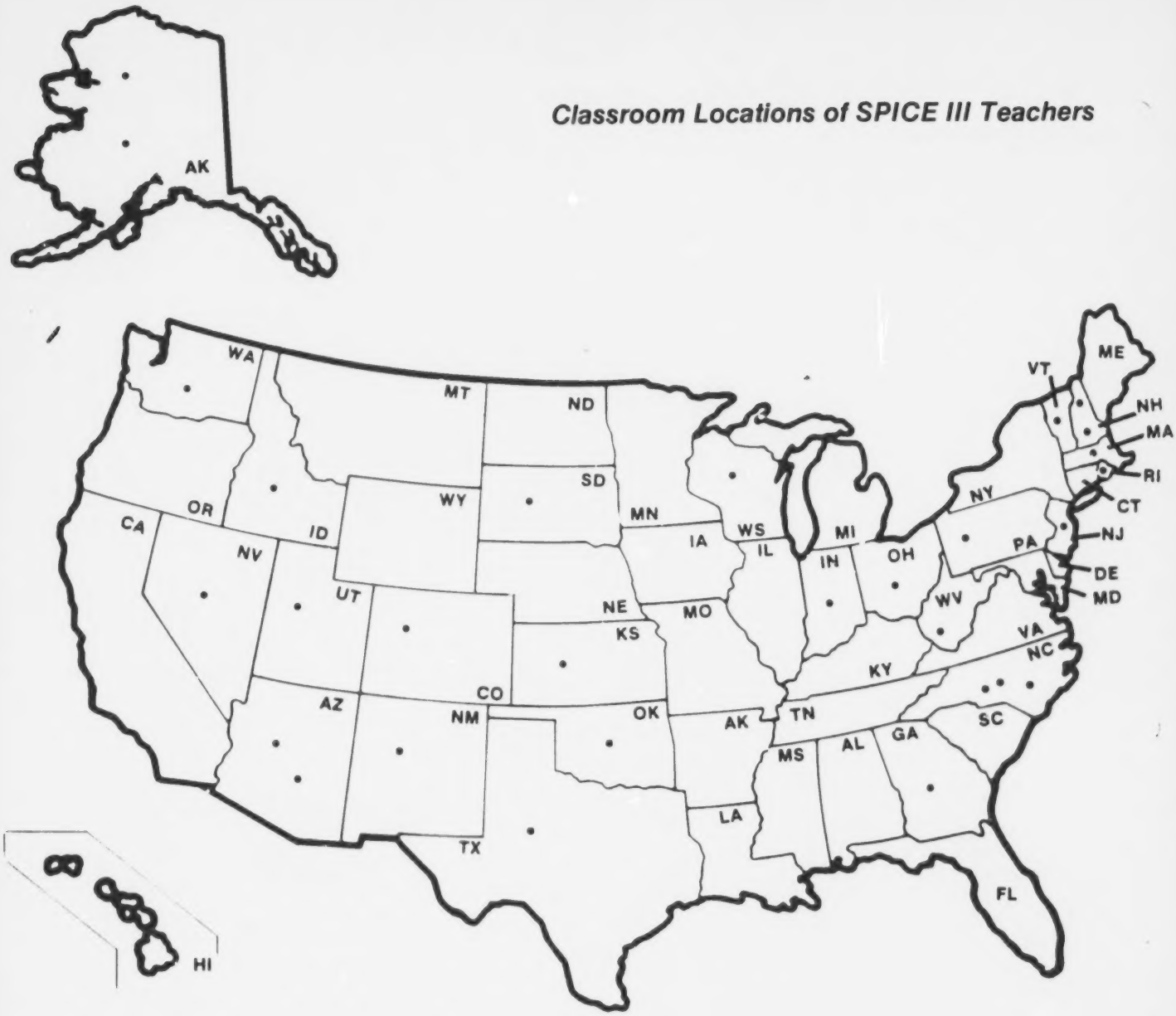
WRITTEN BY SPICE III TEACHERS



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APPLAUDING OUR CONSTITUTION

HANDS-ON CREATIVE LESSONS -- K-8

WRITTEN BY

SPICE III Classroom Teachers

Published By

CRADLE

Center for Research and Development in Law-Related Education

In Cooperation With
Wake Forest University School of Law
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OUR CONSTITUTION

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FOREWORD

The authors of this publication are elementary school teachers. Their purpose for creating these materials was to share their ideas for teaching young children about our Constitution. The lessons contained in these pages focus on understanding the fundamental principles and values we cherish as a nation. They are written in celebration of the national Bicentennial of the United States Constitution and Bill of Rights.

This publication represents the ideas and work of twenty-eight elementary school teachers from twenty-five states. It represents years of teaching experience and knowledge. Most importantly, it represents the dedication of professionals working together to influence the quality of instruction which our children receive.

The Center for Research and Development in Law-Related Education (CRADLE) is the publisher of this book. The goal of CRADLE is to encourage and support classroom teachers in creating innovative teaching materials in classrooms throughout the nation.

WHAT IS CRADLE?

The Center for Research and Development in Law-Related Education is a non-profit organization. It was established in 1983 to encourage innovative and creative instructional approaches in civic and law-related education. CRADLE is based in Winston-Salem, North Carolina, on the campus of Wake Forest University. The mission of CRADLE is to provide caring, sharing and daring experiences to educators from all around the country. This is where the CRADLE spirit can be found, nationally among teachers who have participated in CRADLE programs.

CRADLE is governed by a geographically and professionally diverse Board of Trustees. They represent the fields of law, law-related education, business and finance. Board members volunteer to help formulate policy and to plan and implement CRADLE programs.

CRADLE programs by design focus directly on the classroom teacher. To carry out these programs, CRADLE has developed a plan with three major components: (1) a teacher institute providing training in civic and law-related education; (2) a mentor program to support teachers in research and writing materials; and (3) a publication which promotes the lessons developed by CRADLE teachers.

WHAT IS SPICE III?

SPICE stands for Special Programs in Citizenship Education. SPICE III was a three week institute for elementary teachers held in the summer of 1988. Twenty-nine teachers from around the country attended sessions conducted at Wake Forest University and in Philadelphia.

During the institute, the participants were actively engaged in learning about the United States Constitution and Bill of Rights. This included traveling to Philadelphia to explore the historical sites first hand. The teachers compiled materials and discussed effective methods for teaching constitutional principles to young children. Institute faculty included historians, law professors, experts in creativity training, personal experience speakers, and CRADLE board members.

By the third week, SPICE III teachers felt well prepared to create their lessons, and by week's end each lesson had been critiqued by their colleagues. But would the lesson work with kids? To find this out, each teacher tested their lesson in their classroom with real children. After minor adjustments, the lessons were submitted for this publication.

In order to preserve the philosophy and spirit of CRADLE, the editors have not altered significantly any participant's manuscript. Some adjustments were made for consistency in format and other normal editorial considerations. Otherwise, the lessons stand as submitted.

WHO WERE THE SPICE III PARTICIPANTS?

CRADLE solicited nominations nationally for potential SPICE III participants. Nominations came from state departments of education, law-related education projects, and social studies specialists. All applicants, therefore, were nominated by individuals knowledgeable in the field and, to some degree, professionally associated with the nominees.

In selecting the SPICE participants, CRADLE strived to achieve a diversity of teaching experiences at the elementary school level. The SPICE III teachers represented varying lengths of service in the profession and varying degrees of experience with the field of law-related education. The teachers selected represented urban, suburban, and rural schools.

HOW TO USE THIS PUBLICATION

The Table of Contents lists the title of the lesson, and the author. Most of the lessons are easily adaptable to a variety of instructional levels. Therefore, the Table of Contents shows no grade level designation for the lessons.

Each lesson is organized in an easy-to-follow format beginning with a lesson overview and instructional objectives. The author suggests the instructional level, the length of instruction, and the materials needed to teach the lesson. The final section describes the recommended instructional procedures.

Two special sections may appear in some lessons. The first is called "Background for the Teacher." Its purpose is to explain in greater detail the concepts of the lesson. The second special section is called "Tips for the Teacher." It offers suggestions based on the author's experience using the material in the classroom.

SPICE III

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To the teachers of CRADLE, a SPICE III production

We the people,
Have assembled from Alaska to Vermont,
to celebrate,
the Constitution and Bill of Rights.
a gift from our forefathers,
refugees,
from political bondage,
and keepers of culture,
remembering their homelands.

We the people,
Have assembled from California to North Carolina,
to relight,
a gift from our forefathers,
travelers,
from state to state,
teachers of the Constitution,
treasuring our heritage.

We the people,
Have assembled from the country and the city,
to dream,
a gift from our forefathers,
teachers,
keepers of the Constitution,
enlightening the future.

David L. Harcourt
The summer of 1988

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EXERCISE YOUR CONSTITUTION: Constitutional Olympics for the Classroom

Tarry Lindquist

Lakeridge Elementary School
Mercer Island, Washington

LESSON OVERVIEW:

This lesson is designed to culminate study of the Bill of Rights. Students will gain insight into the U.S. Bill of Rights as well as knowledge about the human rights sections in constitutions of other nations. Simulating the Olympics, students will "win" knowledge which will help them appreciate the diversity of constitutions around the world. They will become aware that the value and application of such documents varies greatly.

Appreciation for the U.S. Bill of Rights will be fostered as students draft a parallel Bill of Responsibilities that citizens should practice in order to safeguard the Constitution. Unique to the unit is the incorporation of traditional cultural games in which students compete to "win" knowledge. Structured to be played in the classroom, this unit combines kinesthetic activities with cooperation among team members.

While Pacific Rim countries are featured in this unit, United States, Canada, Mexico, Philippines, China and the Soviet Union, teachers could insert any country that would integrate their curricula more effectively.

GOALS:

Working cooperatively, students will:

- read and analyze the human rights sections of six different constitutions;
- make inferences about the similarities and differences;
- develop insight and appreciation regarding the diverse value, application and practice of constitutions in different countries;
- create a Bill of Responsibilities to parallel the Bill of Rights.

MATERIALS AND OUTSIDE RESOURCES:

1. *World Book* encyclopedia or other encyclopedia for these topics: Olympics, Canada, China, United States of America, Mexico, Philippines, Soviet Union
2. One copy of each of the constitutions (included with this lesson)
3. Six envelopes
4. See GAMES directions for specific materials

BACKGROUND FOR THE TEACHER:

Although most constitutions sound ideal on paper, there is wide diversity in how they are valued, applied and practiced in different societies. China, for example, has adopted four constitutions since 1949. Before 1949, China had laws, but no single document which guaranteed fundamental rights. The Chinese constitution does not play a significant role in the Chinese Communist governmental system. Instead, the Chinese constitution tends to be a statement of policy reflecting what the leadership is currently thinking about certain issues.

It is important to recognize that in many countries a constitutionally provided judicial system is not the primary method for punishing crimes or resolving conflict. China, for instance, does not have an independent judicial system such as that created in the United States. The Chinese impose punishment and resolve conflicts through mediation strategies, peer pressure, and collective responsibility for individual behavior. Judicial proceedings are conducted by peers or political officials rather than lawyers and judges.

PROCEDURE:

1. **Anticipatory Set:**
   a. Ask if any students have watched the Olympics. Discuss.
   b. Ask what they think the Olympics are for. Discuss.
   c. **See if anyone can draw the Olympic symbol. Use the encyclopedia to check accuracy.**
   d. Ask, "Who has the right to compete on an Olympic team?" Discuss benefits and then ask, "What are the responsibilities of an Olympic athlete?" Make a quick chart of the rights and responsibilities of an Olympic athlete. **Save the list to use at the conclusion of this unit.**

e. Explain that in the Olympics, nations do not compete against each other officially. The media frequently announces one country is "ahead," but the events are really between teams or individuals. Officially, no nation ever wins the Olympics.

f. Write **United States, Canada, China, Philippines Mexico, Russia** on the board. Ask whether these countries compete in the Olympics. Then ask, "Do these countries all have constitutions with sections like our Bill of Rights?"

g. Affirm that they all do; explain that for the next few lessons, the students will be competing in the Constitutional Olympics to win knowledge about these different constitutions.

2. **Get Ready**
   a. Divide class into six equitable teams (ie., male/female, good versus poor eye and hand coordination, etc.), one for each of the countries competing.
   b. Draw country names "out of the hat" to designate the teams.
   c. Tell each team to look up their country in the *World Book* encyclopedia, read the "Facts in Brief" section and reproduce the flag on a 12" x 18" piece of paper.
   d. While the class is engaged in flag making:
      1. Fold each reproduced constitution into fifteen pieces.
      2. Number each piece sequentially on the back.
      3. Cut along the fold lines.
      4. Place the fifteen pieces in an envelope marked with the appropriate country name.
3. **Get Set**
   a. Show the students one section of a constitution from one of the envelopes.
   b. Explain that as Constitutional Athletes from their country, these pieces of knowledge are the prizes to be won. The goal of the game is to be the first team to earn the fifteen pieces of information in the envelope.
   c. Distribute charts to each team for tracking the points each team member earns.

   SCORING:

   1st Place: five points and five sections of the constitution

   2nd Place: four points and four sections of the constitution

   3rd Place: three points and three sections of the constitution

   4th Place: two points and two sections of the constitution

   5th Place: one point and one section of the constitution

   (See GAMES sheet to see how winners are determined.)
4. Each student should get an opportunity to compete in every game. To make this easy to manage and to save time, use this jigsaw technique to form competitive groups:
   a. Place six individuals, each representing a different nation (one each from the U.S., Mexico, Canada, China, Russia, and the Philippines) in a competitive group
   b. Rotate each group through the events. (This could operate just like learning stations if the teacher has aides or volunteer help to score the events. For example, Group A plays the Mexican game while Group B is playing the Canadian game, while Group C is playing the U.S.A. game, etc. If no additional help is available, take Group A through an event while other teams watch. Then do Group B, etc.)
   c. Stop after each event and follow the instructions under 7.

   NOTE: If time is limited, adopt the actual Olympic model, which allows no more than three competitors from a nation to enter any single event.
5. This activity is designed so that the nations will complete their constitutions by the time the six games are finished. Continue to award individual points even after the fifteen sections of any constitution have been won.

   NOTE: If a nation should not complete their constitution by the end of the Olympics, tally the points and handout the remaining sections in the envelope.
6. By the end of the Olympics, six completed constitutions should be hanging on the board, each identified by the flag placed near it.
7. **Go!**
   a. Choose one of the games to play from the attached GAMES sheet. Demonstrate the procedure to be sure all players understand.
   b. Play the game with each competitive group.
   c. Compare scores among all groups.
   d. Hold a final round with the top six scorers. They win the Olympic medals for that event! Award first through fifth place points and constitutional sections based on the top five scores from all the groups.

e. Award points and distribute constitutional sections earned **in sequential order** (first place earns pieces numbered 1 through 5, second place earns pieces numbered 1 through 4, etc.)
f. Post the sections.
g. Discuss the following:
   1. WHAT DO WE KNOW ABOUT EACH COUNTRY'S CONSTITUTION AT THIS POINT? (a student reads the information out loud)
   2. WHAT ARE SOME SIMILARITIES AND DISSIMILARITIES WE NOTICE? (elicit observations and comparisons)
   3. WHAT CLUES DO WE HAVE ABOUT HOW THIS NATION FEELS ABOUT INDIVIDUAL RIGHTS? (look at language used, sequence or order of ideas, length, and specificity to help the students analyze the information on their document)
h. After each game, REPEAT this procedure. This helps students build, layer by layer, knowledge, application, analysis and inferences. As more of each constitution is revealed, encourage revision of suppositions.

"GAMES SHEET" IS ATTACHED AT THE END OF THIS LESSON

8. **Synthesis:** (An optional activity)
   a. Read the preamble of the U.S. Constitution.
   b. Read the preamble from Vanuatu's constitution.
   c. Distribute copies of each (attached). Discuss.
   d. Determine the purpose of a preamble.
   e. Ask students to create, either individually or in their Olympic teams, a preamble for their nation's constitution.
   f. Share orally and post with constitution and flags.

EVALUATION:

1. Ask: "What is a constitution?" Discuss.
2. Ask: "Are there good constitutions and bad constitutions?"

POINTS TO CONSIDER:

- Probably not, only the application and practice by individuals or groups makes it good or bad.
- Tradition and culture plays a large role in the value a constitution has in a society.
- Constitutions serve different purposes in different governments.
- The word, "constitution", does not mean the same thing to every person in the world.

3. Post the chart on the rights and responsibilities of Olympic athletes created the first day of the unit.
4. Tell the students that under our system of government, WE, THE PEOPLE, have **chosen** to be responsible for the enforcement of our Bill of Rights. For example, we pass and enforce laws which support our Constitution. While there is a written **Bill of Rights,** no one has written a **Bill of Responsibilities** to safeguard those rights.
5. Referring to the U.S. Bill of Rights, work together to create a parallel Bill of Responsibilities. Use the first eight amendments only (Amendments nine and ten do not enumerate individual liabilities). Illustrate two amendments with the whole group as a model. Then give each cooperative national group one Amendment to work on, or let each individual child select two Amendments to write parallel responsibilities. This could be a homework assignment.
6. Share student or group work in class. Write a **Bill of Responsibilities** document and duplicate for all the students to take home.

EXTENSION:

- Plan an Olympic Awards Ceremony for the winning athletes.
- Develop a class constitution with a Bill of Rights and a Bill of Responsibilities.
- Encourage students to bring in current events which feature aspects of how the six countries studied are dealing with human rights issues.
- Invite foreign exchange students to discuss their country and their constitutions.
- Encourage students to share music, art, literature and artifacts from other countries.

TIPS FOR THE TEACHER:

This lesson promotes interaction to stimulate interest in studying constitutions. It also promotes appreciation for other cultures. Crucial to the success of the lesson is prior study of the United States Constitution. This lesson should be used as a culmination of constitutional study. The lesson could be accomplished in one full day, although most teachers will probably be more comfortable planning five fifty minute lessons.

PREAMBLES

VANUATU PREAMBLE (1980, Vanuatu used to be called the New Hebrides. It is a small island nation in the southwest Pacific.

WE the people of Vanuatu,
PROUD of our struggle for freedom,
DETERMINED to safeguard the achievements of this struggle,
CHERISHING our ethnic, linguistic and cultural diversity,
MINDFUL at the same time of our destiny,

HEREBY proclaim the establishment of the united and free Republic of Vanuatu
FOUNDED on traditional Melanesian values,
FAITH in God,
AND Christian principles,

AND for this purpose give ourselves this Constitution.

CONSTITUTION OF THE UNITED STATES OF AMERICA, PREAMBLE (1787)

We the people of the United States,
in order to form a perfect union,
establish justice,
insure domestic tranquility,
provide for the common defense,
promote the general welfare,
and secure the blessings of liberty to ourselves and our posterity,
do ordain and establish this Constitution for the United States of America.

CONSTITUTIONAL OLYMPICS SCORE SHEET

NAME _____ COUNTRY _____

2. _____

3. _____

4. _____

5. _____

6. _____

EVENT	1	2	3	4	5	6
BARICHE						
LAG DATES						
ONE STEP HIGH KICK						
TIEN TSE						
BOUNCE						
COSSACK KICK						

BARICHE: a game representing Mexico

Materials: Make a grid of dots on a piece of paper, at least 10 dots wide and 6 dots long. Copy this grid to provide one for each competitive group.

Game: Players take turns drawing one horizontal or vertical line between two dots. After a few rounds, the lines will begin to connect. The object is to place the closing line forming a box or square. The player who draws that line get one point. Label the box with the player's initial who drew the closing line. If a player completes a box, he/she gets to draw another line. If not, the turn goes to the next player. The winner is the player who completes the most boxes.

LAG DATES: a game representing the U.S.A.

Materials: At least one marble or small ball

Game: Draw a line on the floor for the players to stand behind. Draw a second line parallel to that line about six feet away. Players throw or "lag" their marble to the line. The winner is the player closest to the line, without going beyond it.

ONE STEP, HIGH KICK: a game representing Canada

Materials: Crumble a piece of notebook paper tightly into a ball. Tape on a long piece of string. Attach a paper clip to the ceiling of your classroom. Thread the string through the paper clip, like a pulley. lowering the paper ball near the floor.

Game: Player stands on one foot and kicks the paper ball with the opposite foot. Those who do not kick the ball are eliminated. Raise the ball by pulling on the string through the paper clip pulley. Kick the paper ball at that height. Continue raising the ball until all players are eliminated, like the pole vault. Last player eliminated wins first place.

TIEN TSE (THE SWALLOW): a game representing China

Materials: A 2"-4" washer or cardboard disc with a hole in the center, wrapped in yarn.

Game: Bounce the disc on top of one foot, like a hacky sack. The player who completes the most consecutive bounces wins. (This game was invented by Chinese children to keep warm in the winter.)

BOUNCE: a game representing the Philippines

Materials: A small rock, wrapped tightly in paper and taped closed.

Game: Player bends his/her elbow, placing that hand on the same shoulder so the lower arm makes a flat "shelf". Place the rock on the flat of the elbow and bounce the rock up and down. The player who can bounce the rock on the elbow the most consecutive times is the winner.

COSSACK KICK: a game representing Russia

Materials: None

Game: Player squats, with arms crossed over chest, and thrusts legs alternatively out in traditional Russian Cossack dance form. The player who makes the most consecutive leg thrusts without falling over or putting his/her hands down is the winner.

CONSTITUTION OF MEXICO, INDIVIDUAL GUARANTEES
Abridged (Written, 1917, Revised, 1988)

ARTICLE 1: Every person in the United Mexican States shall enjoy the guarantees granted by this Constitution, which cannot be restricted or suspended except in such cases and under such conditions as are herein provided.

ARTICLE 2: Slavery is forbidden in the United Mexican States.

ARTICLE 4: Men and women are equal before the law. The law shall protect the organization and development of the family. Every person has the right to decide in a free, responsible and informed manner on the number and spacing of their children.

ARTICLE 6: The expression of ideas shall not be investigated unless it offends good morals, infringes the rights of others, incites to crime or disturbs public order.

ARTICLE 7: Freedom of writing and publishing writings on any subject is inviolable.

ARTICLE 8: Public officials and employees shall respect the exercise of the right of petition, provided it is made in writing and in a peaceful and respectful manner, but this right may only be exercised in political manners by citizens of the Republic.

ARTICLE 9: The right to assemble or associate peaceably for any lawful purpose cannot be restricted.

ARTICLE 10: The inhabitants of the United Mexican States are entitled to have arms in their possession in their homes for their protection and legitimate defense, except those deliberately forbidden by law.

ARTICLE 11: Everyone has the right to enter and leave the Republic, to travel through its territory and to change his residence without necessity of a letter of security, passport, safe-conduct or any other similar requirement.

ARTICLE 12: No titles of nobility, or hereditary prerogatives or honors shall be granted in the United Mexican States, nor shall any affect be given to those granted by other countries.

ARTICLE 13: No one may be tried according to private laws or by special tribunals.

ARTICLE 16: No one shall be molested in his person, family, domicile, papers, or possessions except by virtue of a written order of the competent authority stating the legal grounds and justification of the action taken.

ARTICLE 19: No detention shall exceed three days without a formal order of commitment, which shall state: the offense which the accused is charged; the elements thereof; the place, time, and circumstances; and the facts brought to light in the preliminary examination.

ARTICLE 20: In every criminal trial, the accused shall enjoy the following guarantees:

- release on bail if crime is not punishable by more than 5 years in jail.
- may not be forced to testify against himself.
- notified within 48 hours the name of his accusor and the nature of the accusation.
- shall be confronted with the witnesses against him.
- shall be given time to gather witnesses and evidence in his defense.
- entitled to a public trial.
- shall be tried within four months.
- shall speak for himself, or have a lawyer, or both.

ARTICLE 21: Judges shall determine all penalties.

ARTICLE 22: Extreme and unusual punishment are prohibited.

ARTICLE 23: No criminal trial shall have more than three instances.

ARTICLE 24: Everyone is free to embrace the religion of his choice and to practice all ceremonies, devotions or observances provided they do not offend any laws.

ARTICLE 29: In the event of invasion, serious disturbance of the public peace, or any other event which may place society in great danger of conflict, only the President of the Mexican Republic, with the consent of certain head officials, may suspend throughout the country the guarantees of this document.

THE BASIC RIGHTS, FREEDOMS, AND DUTIES OF CITIZENS OF THE USSR
Abridged (Written, 1977, Ratified, 1979)

ARTICLE 40: Citizens of the USSR have the right to work (this, to guaranteed employment and pay in accordance with the quantity and quality of their work, and not below the state-established minimum), including the right to choose their trade or profession, type of job and work in accordance with their inclinations, abilities, training and education, with due account of the needs of society.

ARTICLE 41: Citizens of the USSR have the right to rest and leisure.

ARTICLE 42: Citizens of the USSR have the right to health care protection.

ARTICLE 43: Citizens of the USSR have the right to maintenance in old age, in sickness, and in the event of complete or partial disability or loss of the breadwinner.

ARTICLE 44: Citizens of the USSR have the right to housing.

ARTICLE 45: Citizens of the USSR have the right to education.

ARTICLE 46: Citizens of the USSR have the right to enjoy cultural benefits.

ARTICLE 47: Citizens of the USSR, in accordance with the aims of building communism, are guaranteed freedom of scientific, technical, and artistic work.

ARTICLE 49: Every citizen of the USSR has the right to submit proposals to state bodies and public organizations for improving their activity and to criticize shortcomings in their work.

ARTICLE 50: In accordance with the interest of the people and in order to strengthen and develop the socialist system, citizens of the USSR are guaranteed freedom of speech, of the press, and of assembly, meetings, street processions, and demonstrations.

ARTICLE 51: In accordance with the aims of building communism, citizens of the USSR have the right to associate in public organizations that promote their political activity and initiative and satisfaction of their various interests.

ARTICLE 52: Citizens of the USSR are guaranteed freedom of conscience, that is, the right to profess or not to profess any religion, and to conduct religious worship or atheistic propaganda.

ARTICLE 53: The family enjoys the protection of the state. Marriage is based on the free consent of the woman and the man; the spouses are completely equal in their family relations.

ARTICLE 54: Citizens of the USSR are guaranteed inviolability of the person. No one may be arrested except by a court decision or on the warrant of a procurator.

ARTICLE 55: Citizens of the USSR are guaranteed inviolability of the home. No one may, without lawful grounds, enter a home against the will of those residing in it.

ARTICLE 58: Citizens of the USSR have the right to lodge a complaint against the actions of officials, state bodies, and public bodies.

ARTICLE 59: Citizens' exercise of their rights and freedoms is inseparable from the performance of their duties and obligations.

ARTICLE 62: Citizens of the USSR are obliged to safeguard the interests of the Soviety state, and to enhance its power and prestige.

ARTICLE 63: Military service in the ranks of the Armed Forces of the USSR is an honourable duty of Soviet citizens.

ARTICLE 64: It is the duty of every citizen of the USSR to respect the national dignity of other citizens, and to strengthen friendship of the nations and nationalities of the multinational Soviet state.

ARTICLE 65: A citizen of the USSR is obliged to respect the rights and lawful interests of other persons, to be uncompromising towards antisocial behavior, and to help maintain public order.

ARTICLE 66: Citizens of the USSR are obliged to concern themselves with the upbringing of children, to train them for socially useful work, and to raise them as worthy members of socialist society. Children are obliged to care for their parents and help them.

ARTICLE 67: Citizens of the USSR are obliged to protect nature and conserve its riches.

CANADIAN CONSTITUTION
ARTICLES OF RIGHTS, (1982)

Guarantee of Rights and Freedoms

1. The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set put in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

Fundamental Freedoms

2. Everyone has the following fundamental freedoms: (a) freedom of conscience and religion; (b) freedom of thought, belief, opinion and expression, including freedom of press and other media of communication; (c) freedom of peaceful assembly; and (d) freedom of association.

Democratic Rights

3. Every citizen of Canada has the right to vote in an election . . . .

6. (1) Every citizen of Canada has the right to enter, remain in and leave Canada.

(2) Every citizen of Canada and every person who has the status of a permanent resident of Canada has the right (a) to move to and take up residence in any province; and (b) to pursue the gaining of a livelihood in any province.

Legal Rights

7. Everyone has the right to life, liberty and security of the person and the right not to be deprived hereof except in accordance with the principles of fundamental justice.

8. Everyone has the right to be secure against unreasonable search or seizure.

9. Everyone has the right not to be arbitrarily detained or imprisoned.

10. Everyone has the right on arrest or detention (a) to be informed promptly of the reasons therefor; (b) to retain and instruct counsel without delay and to be informed of that right; and (c) to have the validity of the detention determined by way of habeas corpus and to be released if the detention is not lawful.

11. Any person charged with an offense has the right (a) to be informed without unreasonable delay of the specific offense; (b) to be tried within a reasonable time; (c) not to be compelled to be a witness in proceedings against that person in respect of the offense; (d) to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent and impartial tribunal; (e) not to be denied reasonable bail without just cause; and (f) except in the case of an offense under military law tried before a military tribunal, to the benefit of trial by jury where the maximum punishment for the offense is imprisonment for five years or a more severe punishment.

12. Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

Equality Rights

15. (a) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, color, religion, sex, age or mental or physical disability.

BILL OF RIGHTS, U.S. CONSTITUTION
Abridged, (1787)

AMENDMENT 1

Congress cannot establish a state religion. Congress cannot pass laws limiting worship, speech, or the press or prevent people from meeting peacefully. Congress cannot prevent people from asking the government for relief from unfair treatment.

AMENDMENT 2

Congress cannot limit people's right to bear arms.

AMENDMENT 3

Congress cannot force people to take soldiers into their homes.

AMENDMENT 4

Authorities must have a search warrant before they search, seize, or arrest people in their homes.

AMENDMENT 5

A person cannot be tried twice for the same crime nor can a person be forced to testify against himself/herself. No person's life, liberty and property are subject to the uncontrolled power of the government. The government cannot take a person's property for highways, schools, and other public facilities without fair payment.

AMENDMENT 6

A person accused of a crime must have a prompt, public trial by an open-minded jury.

AMENDMENT 7

When more than $20.00 is in question, people may have a jury trial for non-criminal (civil) problems.

AMENDMENT 8

Bails, fines and punishments must be fair and humane.

AMENDMENT 9

Just because a right is not listed in the Constitution does not mean it is not protected.

AMENDMENT 10

The national government cannot overpower the states. All the powers not given to the national government are retained by the states and the people.

PHILIPPINES CONSTITUTION, (1987)
ARTICLE III
BILL OF RIGHTS

Section 1. No person shall be deprived of life, liberty, or property without due process of law, nor shall any person be denied the equal protection of the laws.

Section 2. The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures of whatever nature and for any purpose shall be inviolable, and no search warrant or warrant of arrest shall issue except upon probable cause to be determined personally by the judge after examination under oath or affirmation of the complainant and the witnesses he may produce, and particularly describing the place to be searched and the persons or things to be seized.

Section 3. (1) The privacy of communication and correspondence shall be inviolable except upon lawful order of the court, or when public safety or order requires otherwise as prescribed by law.

Section 4. No law shall be passed abridging the freedom of speech, of expression, or of the press, or the right of the people peaceably to assemble and petition the government for redress of grievances.

Section 5. No law shall be made respecting an establishment of religion, or prohibiting the free exercise thereof. The free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever be allowed. No religious test shall be required for the exercise of civil or political rights.

Section 6. The liberty of abode and of changing the same within the limits prescribed by law shall not be impaired except upon lawful order of the court. Neither shall the right to travel be impaired except in the interst of national security, public safety, or public health, as may be provided by law.

Section 8. The right of the people, including those employed in the public and private sectors, to form unions, associations, or societies for purposes not contrary to law shall not be abridged.

Section 9. Private property shall not be taken for public use without just compensation.

Section 10. No law impairing the obligation of contracts shall be passed.

Section 11. Free access to the courts and quasi-judicial bodies and adequate legal assistance shall not be denied to any person by reason of poverty.

Section 12. (1) Any person under investigation for the commission of an offense shall have the right to be informed of his right to remain silent and to have competent and independent counsel preferably of his own choice. If the person cannot afford the services of counsel, he must be provided with one. These rights cannot be waived except in writing and in the presence of counsel.

Section 14. (1) No person shall be held to answer for a criminal offense without due process of law.

(2) In all criminal prosecutions, the accused shall be presumed innocent until the contrary is proved, and shall enjoy the right to be heard by himself and counsel, to be informed of the nature and cause of the accusation against him, to have a speedy, impartial, and public trial, to meet the witnesses face to face, and to have compulsory process to secure the attendance of witnesses and the production of evidence in his behalf.

Section 15. The privilege of the writ of habeas corpus shall not be suspended except in cases of invasion or rebellion when the public safety requires it.

Section 16. All persons shall have the right to a speedy disposition of their cases before all judicial, quasi-judicial, or administrative bodies.

Section 17. No person shall be compelled to be a witness against himself.

Section 18. (1) No person shall be detained solely by reason of his political beliefs and aspirations.

(2) No involuntary servitude in any form shall exist except as a punishment for a crime whereof the party shall have been duly convicted.

Section 19. (1) Excessive fines shall not be imposed, nor cruel, degrading or inhuman punishment inflicted. Neither shall death penalty be imposed, unless, for compelling reasons involving heinous crimes, the Congress hereafter provides for it. Any death penalty already imposed shall be reduced to reclusion perpetua.

Section 20. No person shall be imprisoned for debt or non-payment of a poll tax.

Section 21. No person shall be twice put in jeopardy of punishment for the same offense. If an act is punished by a law and an ordinance, conviction or acquittal under either shall constitute a bar to another prosecution for the same act.

Section 22. No ex post facto law or bill of attainder shall be enacted.

THE CONSTITUTION OF THE PEOPLE'S REPUBLIC OF CHINA
Abridged (1982)

CHAPTER TWO: THE FUNDAMENTAL RIGHT AND DUTIES OF CITIZENS

ARTICLE 33
All persons holding the nationality of the People's Republic of China are citizens of the People's Republic of China.
All citizens of the People's Republic of China are equal before the law.
Every citizen enjoys the rights and at the same time must perform the duties prescribed by the Constitution and the law.

ARTICLE 34
All citizens of the People's Republic of China who have reached the age of 18 have the right to vote and stand for election, regardless of nationality, race, sex, occupation, family background, religious belief, education, property status, or length of residence, except persons deprived of political rights according to law.

ARTICLE 35
Citizens of the People's Republic of China enjoy freedom of speech, of the press, of assembly, of association, of procession and of demonstration.

ARTICLE 36
Citizens of the People's Republic of China enjoy freedom of religious belief.
No state organization, public organization or individual may compel citizens to believe in, or not to believe in, any religion, nor may they discriminate against citizens who believe in, or do not believe in, any religion.

ARTICLE 37
The freedom of person of citizens of the People's Republic of China is inviolable.
No citizen may be arrested except with the approval or by decision of a people's procuratorate or by decision of a people's court, and arrests must be made by a public security organization.

ARTICLE 38
The personal dignity of citizens of the People's Republic of China is inviolable. Insult, libel, false charge or frame-up directed against citizens by any means is prohibited.

ARTICLE 39
The home of citizens of the People's Republic of China is inviolable. Unlawful search of, or intrusion into, a citizen's home is prohibited.

ARTICLE 40
The freedom and privacy of correspondence of citizens of the People's Republic of China are protected by law.

ARTICLE 41
Citizens of the People's Republic of China have the right to criticize and make suggestions to any state organization or functionary.

ARTICLE 42
Citizens of the People's Republic of China have the right as well as the duty to work.
The state provides necessary vocational training to citizens before they are employed.

ARTICLE 43
Working people in the People's Republic of China have the right to rest.

ARTICLE 44
The livelihood of retired personnel is insured by the state and society.

ARTICLE 45
Citizens of the People's Republic of China have the right to material assistance from the state and society when they are old, ill or disabled.

ARTICLE 46
Citizens of the People's Republic of China have the duty as well as the right to receive education.
The state promotes the all-round moral, intellectual and physical development of children and young people.

ARTICLE 47
Citizens of the People's Republic of China have the freedom to engage in scientific research, literary and artistic creation and other cultural pursuits.

ARTICLE 48
Women in the People's Republic of China enjoy equal rights with men in all spheres of life, political, economic, cultural and social, including family life.

ARTICLE 49
Marriage, the family and mother and child are protected by the state.
Both husband and wife have the duty to practice family planning.

ARTICLE 50
The People's Republic of China protects the legitimate rights and interests of Chinese nationals residing abroad and protects the lawful rights and interests of returned over-seas Chinese and of the family members of Chinese nationals residing abroad.

ARTICLE 51
The exercise by citizens of the People's Republic of China of their freedoms and rights may not infringe upon the interests of the state, of society and of the collective, or upon the lawful freedoms and rights of other citizens.

ARTICLE 52
It is the duty of citizens of the People's Republic of China to safeguard the unity of the country and the unity of all its nationalities.

ARTICLE 53
Citizens of the People's Republic of China must abide by the Constitution and the law, keep state secrets, protect public property and observe labour discipline and public order and respect social ethics.

ARTICLE 54
It is the duty of citizens of the People's Republic of China to safeguard the security, honour and interests of the motherland; they must not commit acts detrimental to the security, honour and interests of the motherland.

ARTICLE 55
It is the sacred obligation of every citizen of the People's Republic of China to defend the motherland and resist aggression.
It is the honourable duty of citizens of the People's Republic of China to perform military service and join the militia in accordance with the law.

ARTICLE 56
It is the duty of citizens of the People's Republic of China to pay taxes in accordance with the law.

E R A FOR CHILDREN

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LESSON OVERVIEW:

When, in the course of teaching history, it becomes self-evident that you need to teach something concerning the Constitution, why not have your students write a Children's Equal Rights Amendment? Considering the idea that the Constitution should be experienced rather than just taught, here is a way to involve your students, a little or a lot!

This lesson relies heavily on the use of resource people, (do not let that throw you; you have always wanted to get them into your classroom) and can be as expansive as you may wish to make it. It centers around your students being able to go through the processes necessary to write an amendment to your class, state, or (if you are thinking really big) the U.S. Constitution! This lesson will serve to enhance and enrich students previous knowledge of the U.S. Constitution, and for those who have had little exposure, it will give them a good introduction to the document and an interesting foray into the amendment. This lesson best fits into social studies, but can be integrated into reading, math, or other areas which are bounded only by your own imagination.

GOALS:

As a result of this lesson, students will:

- develop a better understanding of their rights under the Constitution. (Many times they think they are afforded every Constitutional right, at any time they wish to exercise it; we know better);
- understand the Constitutional amendment process;
- be able to collectively make decisions as to what they feel should go into an amendment for children;
- write an amendment that will express their desires to promote equality for children.

This lesson will require students to use higher level thinking skills such as analyzing, interpreting, imagining, elaborating, decision-making, synthesizing, deductive reasoning, and supporting arguments with facts. It will be worth the time to execute, and provide a good learning experience for your class. Still interested? We are about to get to the good stuff!

GRADE LEVEL:

This lesson is appropriate for upper elementary students in grades five and six, but can be used on a smaller scale for primary grades.

MATERIALS AND OUTSIDE RESOURCES:

Suggested materials include:

- pocket copy of U.S. Constitution for each student:
- copy of the state constitution for each student (Background information sources are suggested in the "Reference" section)
- large chart paper if you choose to do "Story Boarding."
- Resource people possibilities include lawyer, legal secretary, police officer, juvenile justice counsellor or judge, state representative or senator. (Note: if you want to use these professionals as resource people in your classroom, contact them at least two weeks in advance of your opening activities. This will allow you to schedule them into the sequence of your lesson.)

Okay, now we are ready to get this show on the road. As you know getting started is sometimes the most difficult task. Here are some suggestions for opening activities. Try one, try them all; or being the creative person you are, roll your own intro!

PROCEDURE:

1. Give your students two days to notice and record as many rights as they can think of which adults have, but which as children, they do not. In class have student groups compare and discuss their lists. Next have each group prioritize the rights they do not currently possess, but would want to have. Next, you could have a class discussion to reach consensus or have students hold their ideas for a later amendment writing activity in this lesson.
2. For a more Language Arts/Reading approach have the students read Shel Silverstein's poem, "If I Were in Charge of the World." Have them rewrite the poem to suit themselves. Use their work as a beginning basis to discuss which rights they exercise and which ones they want.

3. Distribute students papers with YES and NO categories at the top. Go through the amendments (or the entire Constitution for that matter) and have students mark down whether they feel they have an enumerated right or not. Discuss findings.
4. Give the students, individually or on a "buddy basis," one week to survey other kids, parents, and community leaders. Students should ask what others feel the rights of children ought to be. You may want to develop specific questions first to standardize interviews, or let the kids be creative. Have the class analyze and discuss their observations and the survey results.
5. Have students survey other students in their school, or other schools in your city, state, nation and ask specific questions about feelings concerning an Equal Rights Amendment for children. Sample questions might include: Should children have the same rights as adults? Should the voting age be lowered to 12? Should children be allowed to own property? Should children be allowed to run for public office? Collect results for analysis and discussion. (You could make all sorts of math applications here in compiling and analyzing statistics generated from the polls.)
6. Invite a police officer, juvenile justice worker, or judge into your classroom to discuss the differences in the way the law views children and adults. (This activity can also be used at various points in the lesson to clarify for students what their rights actually are.)
7. If none of these activities appeal to you, or if you find them too elaborate, try this: After setting the stage with a discussion of a current topic, i.e. voting in an election, students' rights court case, or child abuse use the process of "Brainwriting" or "Story Boarding" to help your students generate ideas for rights they wish they had. (See Appendix for procedures of Brainwriting and Story Boarding).

Regardless of the activity you choose to initiate the discussion, make sure you keep track of your students' ideas so they can use them with the resource people later.

PART TWO:

1. Now, (depending on what intro you chose) you will want to insure that your students have an overview of the Constitution and the amendments. A lawyer could lead this discussion; similarly, there are excellent sources for background information for you listed in the References section. If you give the Constitution overview, you could have a lawyer in for follow-up questions from your students.

   Before, proceeding, you will probably want to check your students' understanding of the Constitution to this point. Of course, there's always 'ye ole test', but why not have a "Quiz Bowl" or "Jeopardy" type activity, or have student teams write their own questions and quiz each other?
2. Next, you will want to invite a lawyer or a legislator into your classroom to discuss the amendment process. (State legislators usually enjoy this activity. If possible take your kids to the legislator's office, or to the Capitol and camp out there for awhile. These folks need to know what we are doing. Make a good impression; it really helps when it comes time for their voting on funding for education.)
3. After a discussion of the amendment process, you may want to invite resource people into your classroom to discuss the ERA amendment for women that was passed by Congress, but not ratified by the states. You could also assign students to do research and present arguements in debate format on the issue. (See References for background information sources)
4. Whew, still hanging in? Now, we get to the actual writing of the amendment. You will need to have your students decide what the planks for their amendment will entail. I would suggest using no more than three to five ideas.

   Have students use their information garnered from opening activities and if you wish, you can do a mini simulation of the Philadelphia Convention held in 1787. (See References for background sources). Have student groups discuss their selected rights and argue for inclusion in the planks of the amendment. Follow the original Framers' ideas for discussion, debate, and final selection of ideas. (If you really want a more realistic simulation, turn the heat up in the room, import black flies, and dress in costume. The kids will love it!)
5. Once amendment planks have been selected, invite your lawyer friend and legal secretary to your classroom (or go to their office) and have them help put the amendment into the correct legal language. Also have students check with their new "legal council" for possible legal gliches or things that may need to be rethought.
6. Now that your amendment is written you are ready to invite your legislator back to persuade him/her to make the kid's ideas a part of his/her legislative agenda. It would be a great closing for your students to know that their work was actually recognized by their state government.

7. At this point you will want to debrief this lesson by asking several questions like: How did you feel about the process of writing the amendment? What did you learn about your rights? How would you explain children's rights to other children?
8. I'm almost finished here, but for those of you who are constantly looking for more, having your reach exceed your grasp . . . consider this: Have your students prepare a ratification campaign for their amendment. Break into groups for advertising, public speaking, or letter writing. Go for an inclusion of the amendment into your state's constitution or the U.S. Constitution.
9. CONCLUSION. Well, here is wishing you the best if you decide to embark on this adventure. Maybe I will read about you in the papers, and more importantly, I will know that your students have learned some valuable lessons. I applaud you and the Constitution!

TIPS FOR THE TEACHER:

Trying to reach consensus with an entire class can be a trying ordeal. I suggest breaking the entire class into smaller groups (committees). Have each committee brainstorm its ideas, and defense of ideas, and then report back to the entire group. You will have to decide beforehand how you are going to make collective decisions. The kids will want to vote on each item, and for primary grades this is probably best because it is difficult for them to arrive at 2/3 or 3/5 majority vote. However, for upper elementary grades, I recommend letting them apply their fractional math learning in figuring out what 2/3 or 3/5 majority of their class may be.

Every student will have ideas that may or may not be included in the final product and you will have to help those of the voting minorities to deal with their rejections. Draw inferences and applications to the workings of actual law-making situations. A legislator can be most helpful in explaining the actual nitty gritty of committee work, floor debates, and voting on final bills.

My students went through a lengthy process in testing this lesson, but felt their experiences were worthwhile. I really believe the Framers would have felt proud to see their posterity still striving over two hundred years after the signing of the Constitution to be "WE THE PEOPLE."

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USING CRITICAL THINKING SKILLS WITH THE CONSTITUTION

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LESSON OVERVIEW:

These five days of activities are designed to be used as **culminating** lessons after a thorough unit on the Constitution. They are based on Dr. Paul Torrance's approach to creativity, teaching the following skills: fluency (listing); flexibility (putting into categories); originality (creating); elaboration (add details) and evaluation (listing pros & cons). A sharing period is included. These five skills/activities are designed to appeal to several learning styles.

GOALS:

As a result of this lesson, students will demonstrate their knowledge of the Constitution using the categories of fluency, flexibility, originality, elaboration and evaluation.

GRADE LEVEL:

The lesson is designed to be used in grades four through six.

TIME TO COMPLETE:

Five thirty to forty-five minute sessions.

MATERIALS:

A pocket copy of the Constitution for each child, paper, pencils.

PROCEDURES:

Day One (Fluency & Flexibility):

1. **Fluency** (listing): Divide class into several groups. Assign each group random letters of the alphabet. Each group **lists** as many words from the Constitution as they can for each letter they were assigned. Each group will **brainstorm**. (The lists can be individually done or each group can produce a list.)
2. **Flexibility** (categorizing): Each group will now create a **category** or **group** for each word on the fluency list. Each word should have a different category.

Example:		*Category:*
Article	=	Section
Amendment	=	Change
Appointment	=	Judicial
Ambassadors	=	Executive
Advice	=	Legislative

Class discussion will follow. What other categories could have been used? List other words that fit these categories.

Day Two:

3. **Originality** (creating):
   A. Conduct a short discussion on some of the proposed amendments to the Constitution that have not been ratified - such as the Equal Rights Amendment, the Balance Budget Amendment, School Prayer Amendment, etc. (Almost 10,000 amendments have been proposed.)
   B. Students now **create** an amendment they feel might or should be added to the Constitution.
   C. Students should check their Constitution to be sure their amendment is written in amendment form.
   D. Does it need an enactment clause?

Day Three:

4. **Elaboration** (details):
   A. Students will write a paragraph explaining their reasons for wanting their amendment to pass.
   B. **Details** must be included so everyone understands what the amendment is about.

Day Four:

5. **Evaluation:** (pros & cons):
   A. Students will list at least five (5) pros and five (5) cons supporting their amendment.
   B. Students should consider such questions as:
      1. Why do you feel this amendment is an important addition to the Constitution?
      2. Is this amendment really needed or could the problem be solved through the legislative process?
      3. Whose lives would be affected by your amendment?
      4. Why might this amendment face opposition?
      5. From whom would the opposition come?

Day Five:

CLOSURE:
Share amendments and evaluations with the class.

REFLECTIONS:

1. During the flexibility portion of the lesson, the **categories** should be terms or ideas that come from the Constitution.
2. The originality amendment should be a serious one. If legislation is needed to enforce the amendment, is an enactment clause needed?
3. Reasons for the amendment should be specific ones that add information not just emotion.
4. Require a specific number of pros and cons to force the students to consider the other side of the issue. Be sure the students address the specific questions about the need or desirability of the amendment.
5. Be sure to allow adequate sharing time.

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TEACHING THE FIRST AMENDMENT IN UPPER ELEMENTARY GRADES

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LESSON OVERVIEW:
The purpose of this lesson is to introduce the First Amendment to upper elementary students. The intent of these activities is to generate an understanding and knowledge of the rights guaranteed by the First Amendment to the citizens of this country. A review of the history of the development of the Constitution and Bill of Rights may be necessary for students who are unfamilar with these documents. These activities help develop an informal background for students who study their state history in the fourth grade.

GOALS:

As a result of this lesson, students will:

- understand how the First Amendment affects their daily lives;
- understand what individual rights are protected by the First Amendment;
- analyze the role of the First Amendment in society today.

GRADE LEVEL:
This lesson is appropriate for students in the upper elementary grades.

THE FIRST AMENDMENT

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

BACKGROUND:
The Bill of Rights was ratified on December 15, 1791. The Bill of Rights was added to the Constitution because many citizens felt that the central government might become too powerful or that corrupt people might get into postions of power. Some thought that the Constitution addressed only the power of government and was not explicit about the rights of people. The Bill of Rights lists some of the freedoms the people asked to have guaranteed by the government.

ACTIVITY ONE:

The students will demonstrate an understanding of the First Amendment.

MATERIALS NEEDED:

1. Overhead projector
2. Butcher paper
3. Dictionaries
4. Markers

PROCEDURE:

Place the First Amendment on the overhead projector and have the students read aloud the amendment. Divide the students into five equal groups. Assign each group a phrase from the First Amendment. (See the listings below) Have them brainstorm the meaning of each phrase. While the students are working in groups, the teacher should be monitoring and guiding each group.

Allow the students as much time as needed to complete this lesson. If some groups finish early have them list examples of how the First Amendment affects their school.

Have each group write its definitions and examples on butcher paper. Have each group present its papers to the class. After each group has presented its definitions and examples, bring the students back to a whole group setting.

Close the lesson with a brief discussion of why these ideas are important in our lives and how they affect our school, community, and country.

Place each group's work around the room or on a bulletin board entitled, First Amendment, Our Rights.

- Group I
  Congress whall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;
- Group II
  Or abridging the freedom of speech,
- Group III
  Or the press,
- Group IV
  Or the right of people peaceably to assemble,
- Group V
  And to petition the government for a redress of grievances.

ACTIVITY TWO:

Before beginning this lesson review the previous lesson. Allow time for discussion and clarification if needed.

A. OBJECTIVE:

The student will interview parents, school leaders, and community leaders to gain more insight into the meaning and rights guaranteed by the First Amendment.

B. COMMUNITY RESOURCE PEOPLE:

Each group should be assigned a person in the community. Group I should be assigned parents or clergy, Group II should be assigned a person from the media, Group III should be assigned a member of the press, Group IV should be assigned an attorney, and Group V a local politician or an elected official of the government.

C. PROCEDURE:

1. Have students in each group brainstorm questions to ask the community leader assigned to their group. The teacher may want to help the group develop their questions. Sample questions:
   - How does the First Amendment affect your job?
   - How would your job be different without the First Amendment?
   - Is all assembly of citizens protected by the First Amendment?
   - Does freedom of the press mean someone can print anything he wants?
   - What are some examples of people petitioning the government for a redress of grievances?
2. Students may either invite the community leader to a school interview or they may make contact by telephone. Have the students record the interview on audio or video tape.
3. After the interviews have each group write a summary of what they have learned. Share the interview with the class.

ACTIVITY THREE:

Review the previous lessons. Answer any questions the students might raise.

A. OBJECTIVE:

The student will read and clip articles from the newspaper or magazines. The articles should be representative of the First Amendment rights of the people to assemble.

B. MATERIALS NEEDED:

- Newspapers
- Magazines
- Scissors

C. PROCEDURE:

1. Have the students cut out articles illustrating people who have assembled for various reasons. Have the students categorize reasons for the assembly such as political, environmental, community, etc. Place articles on the First Amendment bulletin board.
2. CRITERIA FOR DISCUSSION:
   - Who were the people assembled?
   - Why were the people assembled?
   - Was it a legal assembly?
   - Even though the First Amendment guarantees citizens the right to peaceably assemble what might be some circumstances where the government can set limits or regulate the right?
   - What benefits or cost may come from the right to peaceably assemble?
   - Answer any questions or concerns the students have.

ACTIVITY FOUR:

The student will express the meaning of the First Amendment in their own personal way.

A. OBJECTIVE:

The student will show how the First Amendment affects his/her personal life:

B. MATERIALS NEEDED:

- Poster board
- Newspapers
- Magazines
- String
- Crayons
- Pencils

C. PROCEDURE:

1. Have the students construct a poster, collage, or write an essay on what the First Amendment means to them.
2. This activity may extend over a few days or may be done in one class period. Close the lesson by having students show or read their project to the class.

C. PROCEDURE:

1. Have the students construct a poster, collage, or write an essay on what the First Amendment means to them.
2. This activity may extend over a few days or may be done in one class period. Close the lesson by having students show or read their project to the class.

TIPS FOR THE TEACHER:

The activities of this lesson were tried with fourth and fifth grade students. As every teacher knows, each class is different so there is enough flexibility built into each activity in this lesson so a teacher may gear the lesson for success with a particular group. With fourth grade students, Activity Two sparks their interest and increases their understanding of the subject. The fifth grade students grasped the concept of the First Amendment much quicker. They, too, enjoyed Activity Two. There was wonderful support from the members of the community who participated in the student interviews.

To evaluate the students' progress and understanding of the First Amendment, the teacher might evaluate their final project and develop a brief true or false quiz on the First Amendment.

IT'S IN YOUR POCKET

Bobby Stern

Hall-Woodward Elementary School
Winston-Salem, North Carolina

LESSON OVERVIEW:

Through this lesson the children will gain an understanding of the minting of coins as set forth in the Constitution and by federal law. The children will be involved in activities that encompass social studies, language arts (writing) and art.

GOALS:

As a result of this lesson, students will:

- learn how the federal government became responsible for the coining of money;
- understand the significance of the symbols and mottos on coins currently minted by the United States Mint;
- discover what information all United States coins have in common.

GRADE LEVEL:

This lesson is appropriate for grades two through four.

MATERIALS:

1. Handout 1, Blackline master of Continentals
2. Handout 2, Blackline master of current United States coins
3. Handout 3, Crossword Puzzle
4. Handout 4, Word Search Puzzle
5. Drawing paper
6. Crayons or markers
7. Clay

BACKGROUND INFORMATION FOR THE TEACHER:

In Colonial times, people provided for most of their own needs. They hunted, fished, farmed, or bartered for the things they needed. The Articles of Confederation gave both the United States Congress and the individual states the authority to issue money and regulate its value. The money issued in one state was of no value when the residents of that state traveled to another state. These notes were known as Continentals. So numerous were the Continentals issued, they became almost worthless by 1780. This led to the use of the phrase "not worth a Continental," referring to anything that was useless. The U.S. government did not issue paper currency again until the 1860's.

The Constitution set forth the powers of Congress. In Article 1, Section 8, Congress was given the sole power "To coin money, regulate the value thereof..." Likewise, the Coinage Act of 1792 was signed into law by President George Washington on April 2, 1792. It provided for the establishment of the first mint in Philadelphia.

The Philadelphia Mint was the only official mint until 1838. Other mints were opened in New Orleans, Louisiana; Charlotte, North Carolina; Dahlonega, Georgia; San Francisco, California; Carson City, Nevada; and Denver, Colorado. The mints in Philadelphia and Denver are the only mints still in operation.

PROCEDURE:

DAY ONE:

1. Use Handouts 1, Blackline master of Continentals, to make transparencies.
2. Tell students, "Today we're going to talk about something that sometimes is in your pocket and can be used to get things we want or need." Let children guess that you are talking about money.
3. Tell students, "Before we had the Constitution, people in different states made their own money. The money was of no value to people in other states." Discuss with the students the problems this situation could cause. Show the transparencies of Continentals and let students locate each state on a map showing the original thirteen states or modern map of the United States.
4. Tell students, "The Constitution gave the Congress the power to coin money and regulate how much it would be worth. Congress also built special places called mints to make the money." Use a United States map and show the places where the mints are located. Point out those mints that are still operational. Allow students to find the quote in the Constitution where Congress is given the power to coin money.

5. Give students Handout 3, the Crossword Puzzle, to help review the key concepts of today's lesson.
6. Tell students, "Today we found out that the Constitution gave the United States Congress the power to coin money. Tomorrow we are going to look at the coins that might be in your pocket to see what is special about them."

DAY TWO: Background Information for the Teacher:

In today's lesson the students will discover what is the same about all the coins currently minted in the United States. The Coinage Act of 1965 specifies that one side of all United States coins must bear the word "Liberty" and the motto "In God We Trust". The reverse side of every coin must have the words United States of America, the motto "E Pluribus Unum" (Latin for "one out of many"), and the value of the coin. The year the coin was minted must be stamped on the side that says "In God We Trust".

1. Say, "Yesterday we found out that the Constitution makes the United State government responsible for making the coins we use today. Today we are going to look at the coins and find out what is the same about all of them."
2. Use Handout 2, Blackline master of current United States coins, and let the students explain what information is the same on all (penny, nickel, dime, quarter, half-dollar). Make a chart to illustrate the information. (The students will need this information for the final activities on days four and five.)
3. Tell students, "Today we found out what information is on all of the United States coins that we might find in our pockets. Tomorrow we are going to find out what the different pictures mean that we see on our coins."

DAY THREE: Background Information for Teachers on Currently Minted Coins:

Lincoln Penny — This coin was first issued in 1909 in honor of the 100th anniversary of Abraham Lincoln's birth. The Lincoln Memorial was added in 1959. This was the first coin to use the image of a U.S. president.

Jefferson Nichel — This coin was issued in 1938. It pictures Thomas Jefferson and his home, Monticello.

Roosevelt Dime - The dime was first minted in 1946. It pictures Franklin D. Roosevelt. On the reverse is a liberty torch, an olive branch (symbolizing peace), and an oak branch (symbolizing strength and independence).

Washington Quarter — This coin was first issued in 1932. It honored the 200th anniversary of George Washington's birth. On the reverse is an eagle holding a shaft of arrows in its left talons (symbolizing readiness to take up arms) and crossed olive branches in its right talons (symbols of peace).

Kennedy Half-Dollar - This coin was first issued in 1964 to honor John F. Kennedy. On the reverse side is an eagle holding an olive branch (peace) and arrows (strength). The thirteen stripes represent the 13 colonies. The horizontal bar across the top represent Congress forming one government from many. Fifty stars representing the fifty states encircle the eagle.

Bicentennial Quarter and Half-Dollar — Special coins were issued in 1975 to honor the Bicentennial of our country. The quarter had a colonial drummer on the reverse side. The half-dollar had Independence Hall in Philadelphia. The coins were dated 1776-1976.

In this lesson the children will be dealing with currently minted United States coins. Some coins that may interest the students that are no longer minted are the Susan B. Anthony dollar, half-cent, two-cent, three-cent, twenty-cent pieces and a silver half-dime.

1. Tell students, "Yesterday we found out all of the things that are the same on the coins now minted in the United States (review chart). Today we are going to find out what makes each coin special."
2. Use transparencies of the coins, Handout 2, to discover the special pictures and symbols on each coin. If possible, have on hand enough real coins for each child to see the symbols and pictures as they are discussed. Make a chart showing the information you discover. Indicate the name of the coin and the pictures on the front (head) and back (tail). Discuss what makes the five men special. Why were they chosen to appear on the coins?
4. Give students Handout 4, Word Search Puzzle, to review symbols and pictures found on each coin.
5. Say, "We have now found what is the same about the coins our government mints and what is different. Tomorrow we are going to design our own new coin and then we will "mint" it ourselves."

DAY FOUR: Background Information for Teachers:

Federal law says that a design on a coin cannot be changed for twenty five years unless authorized by Congress. A sculptor-engraver makes the final design for all new coins. Since 1792 there have been eleven sculptor-engravers. The current person to hold this position is Elizabeth Jones who was appointed by President Reagan in 1981.

1. Tell students, "We have been studying what is special about the coins that the Constitution granted Congress the power to mint. (Review Charts) When a new coin is designed, a sculptor-engraver makes a design for the front and reverse of the coin. Today we are going to pretend to be a United States sculptor-engraver. You will first need to decide what special person you are going to honor on your coin. What other information will need to be on this side? (Refer to chart from Day Two). The design on the back can be something that goes along with this person or you can make up your own design. What other information **must** be on this side? (Give the students paper cut in circles) Be sure to design the front and reverse of your coin.
2. Collect designs and say, "You have all done a great job. Tomorrow we will mint the coins that you have designed."

DAY FIVE:

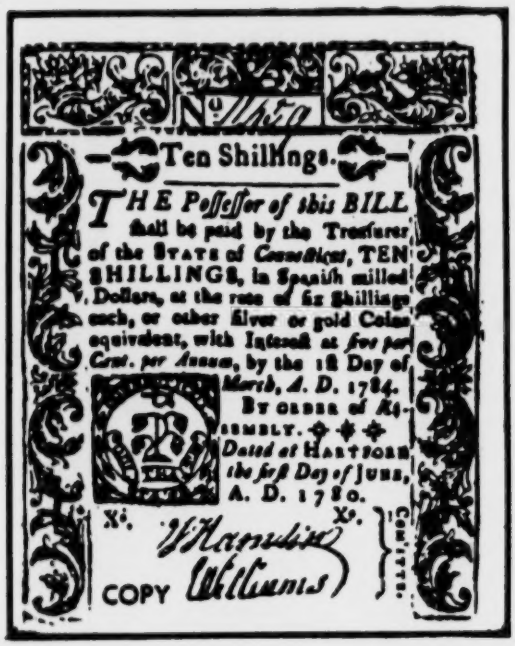
1. Distribute designs from Day Four. Roll out clay and cut circles the same size as the design paper. Using a dull pencil let the students transfer their design to the front and reverse of the circle of clay.
2. Say, "You have now minted your first coin just like the United States mints coins every day."

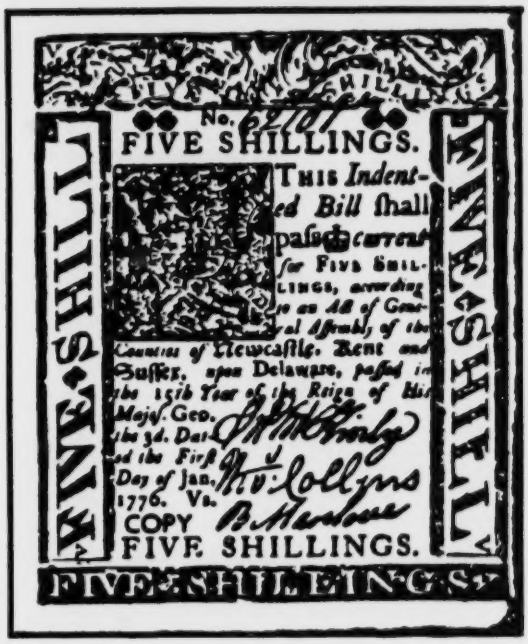
DAY SIX:

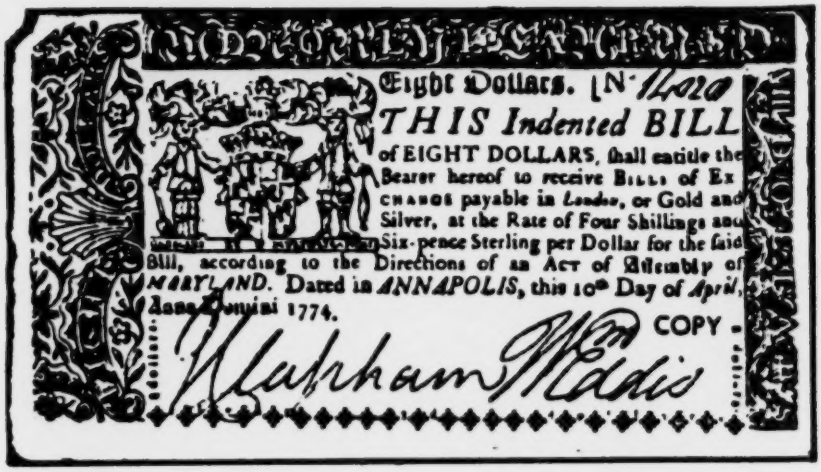
1. Say, "We have discussed how the federal government got the power to mint coins, the things that must be on all U.S. coins, and the special symbols and pictures that are on the coins that we now have in our pockets.
2. Yesterday we minted our own coins. Each one of you chose someone to honor on your coin. Today I would like for you to write why you chose this person and what special symbols you used. (After clay has been fired, these stories along with the coins and the charts from Day Two and Day Three can make an attractive bulletin board display.)

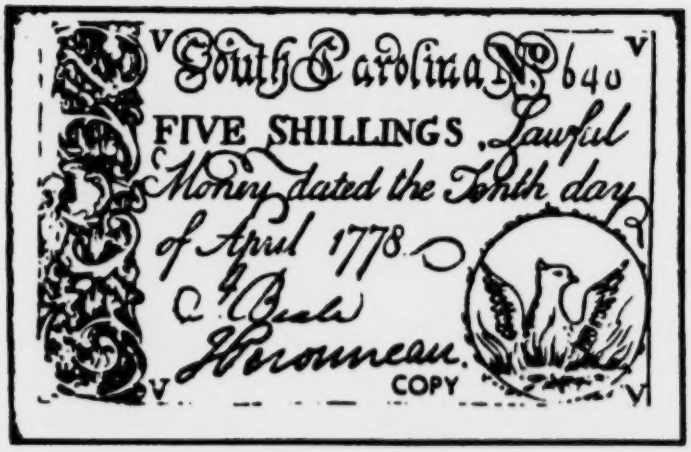
TIPS FOR THE TEACHER:

On Days Two and Three, it is essential that students have real coins and paper money to examine. The transparencies are an excellent teaching tool, but fine details must be observed on the coins themselves. When minting the coins in clay, students may find it easier to use one piece of clay for the front and one for the reverse. Younger students tend to press too hard when they turn the clay over and damage the other side of their coin.

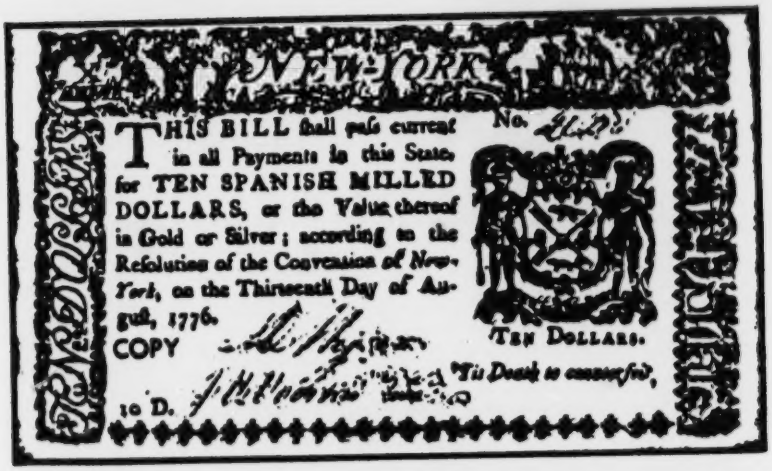

Ten Shillings.
THE Poſſeſſer of this BILL
shall be paid by the Treaſurer
of the STATE of Connecticut, TEN
SHILLINGS, in Spaniſh milled
Dollars, at the rate of ſix Shillings
each, or other ſilver or gold Coins
equivalent, with Intereſt at five per
Cent. per Annum, by the 18 Day of
March, A. D. 1784.
BY ORDER of AS-
SEMBLY.
Dated at HARTFORD
the firſt Day of JUNE,
A. D. 1780.
COPY




Eight Dollars.
THIS Indented BILL
of EIGHT DOLLARS, ſhall entitle the
Bearer hereof to receive BILLS of EX-
CHANGE payable in London, or Gold and
Silver, at the Rate of Four Shillings and
Six-pence Sterling per Dollar for the ſaid
Bill, according to the Directions of an ACT of Aſſembly of
MARYLAND. Dated in ANNAPOLIS, this 10th Day of April,
Anno Domini 1774.
COPY



BEST COPY AVAILABLE


NEW-YORK

THIS BILL shall pass current in all Payments in this State, for TEN SPANISH MILLED DOLLARS, or the Value thereof in Gold or Silver; according to the Resolutions of the Convention of New-York, on the Thirteenth Day of August, 1776.

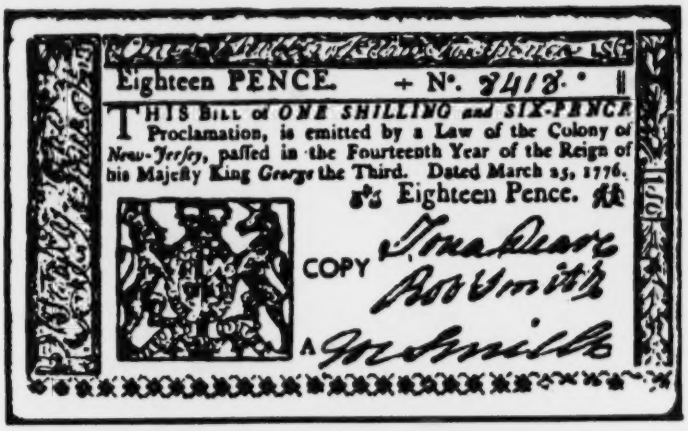
No.

TEN DOLLARS.

COPY

'Tis Death to counterfeit.

10 D.

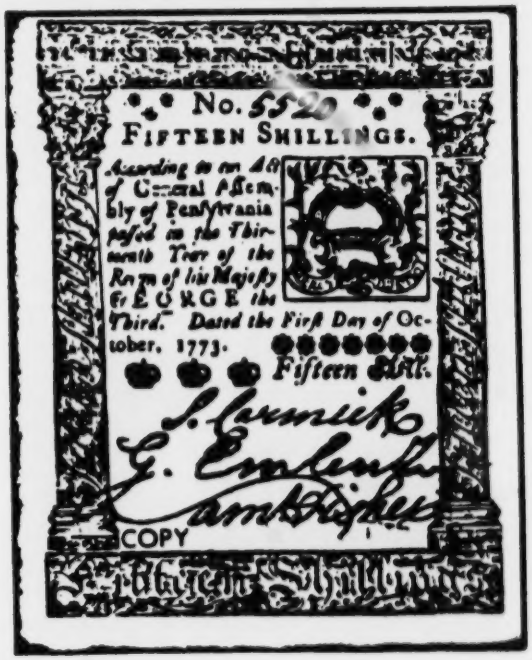

Eighteen PENCE. + No. 3418.

THIS BILL of ONE SHILLING and SIX-PENCE Proclamation, is emitted by a Law of the Colony of New-Jersey, passed in the Fourteenth Year of the Reign of his Majesty King George the Third. Dated March 25, 1776.

Eighteen Pence.

COPY

A


No. 5520

FIFTEEN SHILLINGS.

According to an Act of General Assembly of Pennsylvania passed in the Thirteenth Year of the Reign of his Majesty GEORGE the Third. Dated the First Day of October, 1773.

Fifteen Shill.

COPY

Eighteen Shillings

BEST COPY AVAILABLE

SEVEN DOLLARS

STATE of NEW-HAMPSHIRE.

No. A702. Seven Dollars,

THE Poſſeſſor of this Bill ſhall be paid SEVEN Spanish milled DOLLARS by the Thirty-ſird Day of December One Thouſand Seven Hundred and Eighty-ſix, with Intereſt in like Money, at the Rate of Five per Centum per Annum, by the State of NEW-HAMPSHIRE, according to an Act of the Legiſlature of the ſaid State, of the Twenty-ninth Day of April, 1780.

COPY

Intereſt.	l.	d.	q.
Annually,	2	1	1
Monthly,	0	3	0½

J. Bartlett, J. Melcher, S. Robinson

EIGHT DOLLARS

State of Maſſachuſetts-Bay.

No. 25480 EIGHT DOLLARS.

THE Poſſeſſor of this Bill ſhall be paid EIGHT Spaniſh milled DOLLARS by the Thirty-firſt Day of December, One Thouſand Seven Hundred and Eighty-ſix, with Intereſt in like Money, at the Rate of Six per Centum per Annum, by the State of MASSACHUSETTS-BAY, according to an Act of the Legiſlature of the ſaid State, of the Fifth Day of May, 1780.

COPY Sam. Salisbury

Intereſt.	l.	d.	q.
Annually,	2	4	3
Monthly,	0	2	1¾

A. Gaitch

NORTH CAROLINA CURRENCY

FOUR DOLLARS.

No 146

STATE of NORTH CAROLINA.

THIS Bill intitles the Bearer to receive FOUR Spaniſh milled Dollars, or the Value thereof in Gold or Silver, as receivable by the Act of Aſſembly paſſed at Hillsborough the 8th Day of Auguſt 1778.

A Laſſon to arbitrary Kings, and wicked Miniſters.

COPY

Two HUNDRED & FIFTY DOL.

(L.75.) No. 1145

This Bill of Two HUNDRED AND FIFTY DOLLARS ſhall be exchanged and redeemed in Spaniſh Milled Dollars, or the Value thereof in Gold or Silver, at the rate of One for Forty, at the Treaſury of VIRGINIA, on or before the 30th Day of December, 1790, according to an ACT of ASSEMBLY paſſed the 18 Day of March, 1781.

COPY

VIRGINIA CURRENCY.

THREE DOLLARS.

STATE of RHODE-ISLAND and PROVIDENCE PLANTATIONS.

No. 2298 Three Dollars.

THE Poſſeſſor of this Bill ſhall be paid THREE Spaniſh milled DOLLARS by the Thirty-firſt Day of December, One Thouſand Seven Hundred and Eighty-ſix, with Intereſt in like Money, at the Rate of Five per Centum per Annum, by the State of Rhode-Iſland and Providence Plantations, according to an Act of the Legiſlature of the ſaid State, of the Second Day of July, 1780.

Intereſt.	l.	d.	q.
Annually,	0	10	3
Monthly,	0	0	3½

Rumrill COPY

1 DOL. 1 DOL.

Georgia. 1777. No 1491

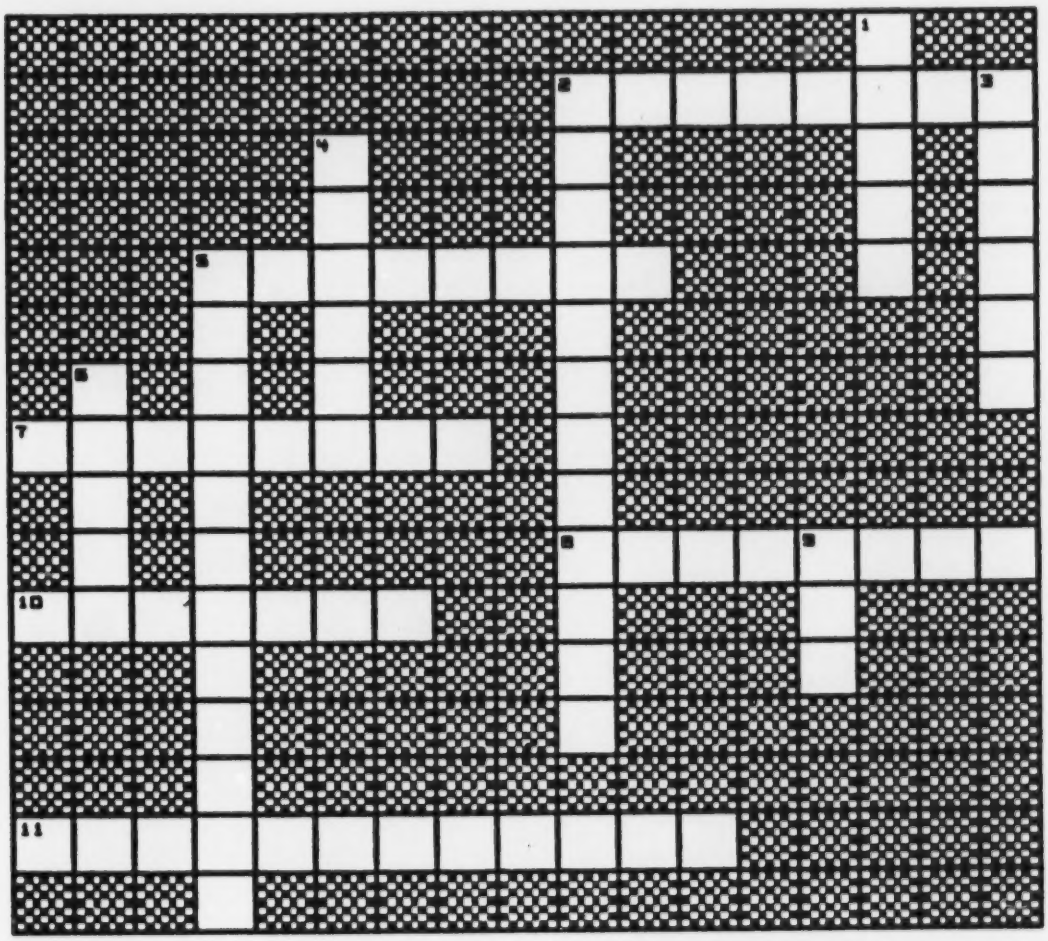
THIS CERTIFICATE, for the Support of the Continental Troops, and other Expences of Government, entitles the Bearer to FOUR DOLLARS in CONTINENTAL Currency, according to the Reſolution of Aſſembly, September 10, 1777. COPY

1 DOL. 1 DOL.

BEST COPY AVAILABLE

ONE CENT

IT'S IN YOUR POCKET



ACROSS CLUES

2. There were thirteen original _____.
5. The _____ has the power to coin money.
7. Colonists traded or _____ for the things they needed.
8. There were _____ original colonies
10. Only the _____ government may coin money.
11. The first United States Mint was built in _____.

DOWN CLUES

1. The special places where money is made are called _____.
2. In the _____, it says that Congress has the power to coin money.
3. The individual _____ may not longer coin money.
4. You can visit a Mint in Philadelphia or _____.
5. The colonies made paper money called _____.
6. Congress must decide the _____ of coins.
9. There are only _____ Mints now operating in the United States.

WORD LIST: IT'S IN YOUR POCKET

BARTERED
COLONIES
CONGRESS
CONSTITUTION
CONTINENTALS
DENVER
FEDERAL
MINTS
PHILADELPHIA
STATES
THIRTEEN
TWO
VALUE

IT'S IN YOUR POCKET

O L D P T E E R S P N Q V M N O P
Y N P E O N A M L O L R V U T S R
T O Q N R E G B S L O U D K A O K
R T R N B E L R L P C R I U P E E
E G O Y W N E O R A N N M G E R N
B N O L F F N E E R I G E E V E N
I I W J F N I C K E L E R S I T E
L H N E M V A R R O W S U T L R D
O S J P S M O N T I C E L L O A Y
S A V T U R A L L O D F L A H U S
L W M T L E V E S O O R N O P Q L

WORD LIST

CAN YOU FIND ALL OF THESE WORDS? LOOK UP, DOWN, FORWARD, BACKWARD, AND DIAGONALLY TO LOCATE THESE MONEY WORDS...

LIBERTY
WASHINGTON
PENNY
EAGLE
JEFFERSON
MONTICELLO
LINCOLN
NICKEL
ARROWS
QUARTER
ROOSEVELT
DIME
OLIVE
OAK
HALF DOLLAR
KENNEDY

POETIC JUSTICE

Eileen L. Wolfson

Countryside School
Mt. Laurel, New Jersey

ABSTRACT:

This lesson encourages the teacher to integrate poetry and children's literature into teaching about the Bill of Rights. The teacher will need to provide a background in structural poetry. An explanation and examples of structural poetry are provided in this lesson. Acquisition of relevant children's literature will be necessary. A listing of readily available books may also be found in this lesson. The teacher is encouraged to give the students a basic knowledge about the structure of the Constitution before teaching this lesson.

RATIONALE:

Gaining knowledge about the history and meaning of the Bill of Rights will assist students in understanding their rights and the rights of others. Including this lesson as part of the societal values strand of a social studies curriculum will help prepare students for participation in their homes, schools and communities.

GOALS:

As a result of this lesson, students will:

- gain a basic knowledge about the Bill of Rights;
- demonstrate an understanding of how the Bill of Rights protects individual freedoms;
- apply knowledge about the Bill of Rights through the creation of structural poetry.

GRADE LEVEL:

This lesson is appropriate for lower elementary students.

TIME TO COMPLETE:

This lesson should take two to three class periods to complete, depending on the capabilities of the group. Since each lesson deals with only one of the rights protected, it is a perfect opportunity to expand the single lesson into a unit of ten lessons to cover all amendments in the Bill of Rights.

MATERIALS:

1. chart paper and markers
2. parchment copy of the Bill of Rights (facsimile)
3. pictures of individuals exercising their rights
4. a chart of the First Amendment written in language suitable for the grade level (see appendix for simplified version)
5. children's literature relevant to First Amendment rights *(see references)*

PROCEDURE:

The lesson can be completed in two days. A third day may be set aside for revision of pupil work. The following instructional format is used for teaching each of the first ten amendments: The first day is devoted to teacher development of background information about the amendment being taught. The second day consists of a brief review followed by the teacher reading a story relevant to the amendment being studied. The story should illustrate how the rights in the amendment were either violated or protected. As a culminating activity students will use a form of structural poetry to write about the main character in the story.

The specific lesson format, as well as motivational and instructional techniques, is left to the discretion of the teacher.

INSTRUCTION — DAY ONE:
The First Amendment

Anticipatory Set:

1. Bring students' thinking into focus by displaying pictures of various people exercising their rights of freedom of speech, religion, assembly, press and petition.
2. Lead a discussion as to what the people in the pictures have in common with the students themselves.

Input:

1. Display a parchment facsimile of the Bill of Rights.
2. Explain the history behind the development of the Bill of Rights.
3. Give background information about the First Amendment, stressing the freedoms protected.

Guided Practice:

1. Exhibit a chart of the First Amendment.
2. Read it orally and have students discuss what each freedom means.
3. Brainstorm a list of where and when the students use their First Amendment rights.

Closure:

1. Provide students an opportunity to illustrate rights protected by the First Amendment.

SUMMARY — DAY TWO:

Day Two will be devoted to the children's literature and structural poetry portion of the lesson. A suggestion to ease student use of structural poetry is to have each form charted and displayed so that they may refer to it at a glance.

INSTRUCTION — DAY TWO:

Anticipatory Set:

1. Bring students' thinking into focus with a quick review of the previous lesson.

Input:

1. Announce to the class that they will be listening to a story in which they will meet a character whose First Amendment rights have either been denied or protected.
2. Read a story about the resource list (see references) which addresses First Amendment rights.

Guided Practice:

1. Lead a class discussion, emphasizing the character who had First Amendment rights usurped or protected.
2. Students will use a form of structural poetry to write about that character.
3. Students will illustrate the poetry.

Check for understanding:

1. Student will share their poem, followed by an explanation of the rights protected by the First Amendment.

INSTRUCTION — DAY THREE:

This day will be devoted to revision of the poetry if necessary.

DEBRIEFING QUESTIONS:

- Which character in the story made you think of a right found in the First Amendment?
- How and by whom were his/her rights affected?
- Why did the character think he/she was being treated fairly/unfairly?
- What would you have done if you were that character?
- What adjectives would you use to describe that character?
- Does someone in your life remind you of that character?

EVALUATION:

Ongoing evaluation can be achieved by means of the structural poetry submitted by the students during the "Check for understanding" section of the lesson. Other ongoing methods would be monitoring of answers to class discussions and brainstorming sessions. Participation by the students in follow-up discussions of each reading is essential to determine whether the students are grasping the concepts presented.

TIPS FOR THE TEACHER:

After field-testing the lesson, I strongly urge the need to develop background information about the writing and structure of the United States Constitution. Students are better able to understand the need for the Bill of Rights when they understand the problems faced by colonists under British rule.

Students were able to express themselves poetically due to a firm foundation in structural poetry. They were motivated to participate in the lesson because it provided a departure from hum-drum sentence and composition writing. This lesson was expanded into a unit in which all of the first ten amendments were addressed. The students developed individual books of poetry which they displayed proudly.

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Living Together Under the Law, An Elementary Education Law Guide, prepared by the Law, Youth and Citizenship Program of the New York State Bar Association and the New York State Education Department, 1986.

Our Constitution and What it Means, William Kottmeyer and Thomas F. Eagleton, McGraw-Hill, Inc., New York, 1987.

Teaching Citizenship Through Children's Literature, Susan Booth Larson, Oregon Law-Related Education Program, 1985.

REFERENCES:

The following is a list of children's books which may be used to teach the unit. The books are readily available in most school libraries or children's book stores.

FIRST AMENDMENT:

Oliver Button is a Sissy, by Tomie De Paola, 1979
Wingman, by Manus Pinkwater, 1975
The Pair of Shoes, by Alice Glasgow, 1971
The Upstairs Room, by Johanna Reiss, 1972
Pippi Longstocking, by Astrid Lindgren, 1950
A Hunter Comes Home, by Ann Turner, 1980
The Bronze Bow, by Elizabeth Speare, 1961
In My Mother's House, by Ann Nolan Clark, 1941
Pearl in the Egg, by Dorothy Van Woerkom, 1980
Maudie and Me and the Dirty Book, by Betty Miles, 1980
Can You Sue Your Parents for Malpractice, by Paula Danzinger, 1979
The Fragile Flag, by Jane Langton, 1984

SECOND AMENDMENT:

Stone Soup, Troll Associates, 1981
Snow Treasure, by Marie McSwigan, 1942

THIRD AMENDMENT:

Evan's Corner, by Elizabeth Stan Hill
The Cat in the Hat, by Dr. Seuss, 1957
Care Bears—The Witch Down the Street, by Stephanie Morgan, 1983
The Littles, by John Peterson, 1967

FOURTH AMENDMENT:

The Very Messy Room, by Elizabeth and Henry Stanton, 1978
Mr. Nosey, by Roger Hargreaves, 1980
We Interrupt This Semester for an Important Bulletin, by Ellen Conford, 1979
Harriet, the Spy, by Louise Fitzhugh, 1964

FIFTH, SIXTH and SEVENTH AMENDMENTS:

The Good of it All, by Geraldine Richelson, 1975
The Minstrel and the Mountain, by Jane Yolen, 1967
Doctor De Soto, by William Steig, 1982
The Best of the Bargain, by Jonina Domanska, 1977
Justice Lion, by Robert Newton, 1980
Queenie Peavy, by Robert Burch, 1966
The Man from Boston, by Marion Starkey, 1975
The Friendship, by Mildred D. Taylor, 1987

EIGHTH AMENDMENT:

Madeline's Rescue, by Ludwig Bemelmans, 1953
My Mother and I Are Growing Strong, by Inez Mallry, 1978
The Slave Dancer, by Paula Fox, 1973
Stega Nona, by Tomie De Paola, 1975
The 500 Hats of Bartholomew Cubbins, by Dr. Deuss, 1938
The Witch of Blackbird Pond, by Elizabeth George Speare, 1958
The Five Chinese Brothers, by C. Bishop

NINTH AMENDMENT:

Amy and the Cloud Basket, by Ellen Pratt, 1975
The Cartoonist, by Betsy Byers, 1978
A Chance Child, by Jill Paton Walsh, 1978
Helga's Dowry, by Tomie De Paola, 1977

TENTH AMENDMENT:

Frederick, by Leo Lionni, 1967
The Legend of Scarface, by Robert San Souce, 1978
The Little Red Hen, any version
The Bear's Vacation, Stan and Jan Berenstain, 1968

BACKGROUND ON STRUCTURAL POETRY:

Students are better able to express themselves poetically if given some initial structure in which to present their thoughts. Structural poetry is short, four to seven line verse based on descriptive and grammatical indicators which are given.

FORM	EXAMPLE
Cinquain:	
Title	George Washington
Adjective, adjective	Honest, strong
Verb, verb, verb	Listening, advising, encouraging
4 words about the title	Led our new country
2 word	To freedom
People Talk:	
Who	Harriet Tubman
Adjective and/but adjective	Brave and helpful
Verb, adverb	Freeing courageously
As . . . as . . .	As loving as a mother
If only . . .	If only we would listen
Haiku	
5 syllables	Dolly Madison
7 syllables	Wife of President Adams
5 syllables	Fought for women's rights
5 W's	
Who is the subject	James Madison
What the subject did	Note taker at convention
When the action took place	May to September, 1787
Where the action took place	Philadelphia, PA
Why the action took place	To help build a nation

VOTING AND THE U.S. CONSTITUTION— Past, Present and Future

Emily C. Wood

Patrick Henry Elementary School
Tulsa, Oklahoma

LESSON OVERVIEW:

This lesson is designed to acquaint students with sections of the U.S. Constitution which deal with voter rights. The instructional methods selected help reach students with a variety of learning styles. Activities include role play, a dramatization, advertisement, interaction with a guest speaker, brainstorming and design of a voting machine of the future. As students debrief and engage in these activities, they will use the processes of analysis, synthesis and evaluation. Parts of all of the lesson may be infused into the curriculum during study of American history, at election time, for Martin Luther King's birthday, for a president's birthday or for Women's Rights Week.

GOALS:

As a result of this lesson students will:

- learn that the Constitution is an evolutionary, flexible document which, as the highest law of our land, responds to cultural changes and the needs of people;
- understand voter responsibility and participation;
- develop a future perspective for voting.

GRADE LEVEL:

This lesson is appropriate for students in the upper elementary grades.

MATERIALS AND OUTSIDE RESOURCES:

1. copies of the Constitution
2. 3 x 5 cards
3. paper
4. pencils
5. markers
6. Handout 1, Why Women Want to Vote
7. Handout 2, Women's Suffrage Play
8. resource person from election board or League of Women Voters
9. chart paper or chalkboard

PROCEDURES/ACTIVITIES:

Activity I, The Fight For Black Voting Rights:

A. Background:

The Constitution as adopted in 1787 established the **right** to vote in national elections in Article I, Section I. However, it was silent on **who** could vote. Decisions about composition of the electorate were left up to the states. White men with property made up the vast majority of voters in the early days of the republic. As new states joined the republic, property qualifications persisted in the original states. For example, in Rhode Island, an 1842 rebellion led by Lawyer Thomas Dorr challenged the property requirement and resulted in suffrage for males who could pay a $1.00 poll tax.

After the Civil War, the issue of the vote for former slaves was addressed. The Fifteenth Amendment (1870) stated that the right to vote could not be taken away "on account of race, color or previous condition of servitude". Likewise, the Fourteenth Amendment guaranteed "equal protection under the law" to all people. However, where slavery had been practiced before the Civil War, the states subsequently passed laws requiring literacy tests, poll taxes and grandfather clauses. Later in the 20th century, cities reworked boundaries to exclude blacks from the vote. The Supreme Court found that the city of Tuskegee (**Gomillion vs. Lightfoot**, 1960) had acted unconstitutionally in changing its boundaries from a square to a twenty-eight sided shape so that blacks would live outside the city limits. Blacks were disenfranchised by many methods.

The Civil Rights movement of the 1960s raised the country's awareness of the injustices being practiced in polling places. Martin Luther King, Jr. made his I HAVE A DREAM speech in Washington, D.C. in 1964, the same year that the Twenty-fourth Amendment making the poll tax unconstitutional was passed. Still some states denied black voters their rights by requiring literacy tests and poll taxes in state elections. It took a dramatic march from Selma to Montgomery, Alabama, by Martin Luther King, Jr. to get action.

Finally, the Voting Rights Act of 1965 authorized the U.S. Attorney General to send Federal Examiners to register black voters and suspend literacy tests. In 1966, **(Harper vs. Virginia Board of Elections)**, the U.S. Supreme Court extended the poll tax ban to state elections. At long last blacks were free to vote. Their historic struggle highlighted the conflict of the states and federal government in the definition of power and the tensions of federalism.

B. Objectives for Activity I (Role Playing):

Through role play, students will 1) experience the evolution of Constitutional Law and, 2) understand the relationship between federal and state laws.

C. Conducting the role playing activity—Black voter rights:

1. Write the words poll, Federal, and amendment on board and elicit definitions.
2. Distribute copies of the Constitution (see appendix).
3. Help students locate the Fifteenth and Twenty-fourth Amendments. Read them together.
4. Distribute cards and pencils. Divide the students into groups of five.
5. Explain to students that they will be writing questions in their groups on the cards to use in the role play which will deal with voter registration in the South between 1870 and 1965.
6. **Students in group one will compose difficult questions about Article I of the Constitution, which blacks will be required to answer prior to being registered for the vote. Students in group two will pose questions about Article II, etc.**
7. When questions are completed, three students out of the class will be chosen to be voter registrars. Twelve students will role play prospective black male voters.
8. Prospective black male voters are to approach the table to register.
9. Registrar one asks questions from the student prepared cards until the prospective voter fails to answer correctly.
10. Registrar two asks for a dollar and a half and a reading of part of the Constitution. Voter should have trouble reading and has no money.
11. Registrar three tells the prospective voter that he can't vote because he failed to answer the questions, pay taxes, read the Constitution. Likewise he had no grandfather who voted. The official explains that allowing him to vote would violate a state law.
12. Repeat until all voters have had a chance at registration. Voters should exit looking very sad.
13. Debrief. Ask students how they feel about the fairness of state laws which kept men from voting. Thoroughly discuss what was felt and experienced.
14. Set up a second role play of registration and voting after 1965. Simply have Registrar take name, birth date, address, mother's name and promptly give voter registration card.
15. Debrief by talking about the change. Evaluate student participation based on the quality of the discussion.

Activity II and III — Women's Suffrage:

A. Background for Activities II and III:

When the Constitution was written in 1787, women were not included in the group who could vote. By 1848, many women were angry. Since women constituted half of the adult population, they sought justice at an 1848 meeting at Seneca Falls, New York. A Declaration of Womens' Rights was issued. Women were particularly upset when the Fifteenth Amendment only mentioned black males and thereby denied women suffrage. At that time women had a very different place in society.

Lucretia Mott and Elizabeth Stanton were two women who worked hard for women's rights. Some men wanted to help too and a husband sued for his wife's right to vote. The Supreme Court decision in **Minor vs. Happersett** (1875) denied this right. In 1876, Susan B. Anthony led many women to Philadelphia for a big celebration of the 100th birthday of the Declaration of Independence. The women felt that people would listen to their Woman's Declaration of Rights. People in many states did not pay much attention until 1912 when Teddy Roosevelt, a candidate for President, supported the women's suffrage movement. Women did have the vote in some states. Wyoming was the first. However, women had to march, distribute handbills, picket, and go to jail to get the vote in all states. Finally, the Nineteenth Amendment to the Constitution was ratified in 1920.

B. Objective for activities II and III — Women's Suffrage:

Students will experience how women brought about constitutional change through their political activities and their changing roles.

C. Conducting the Handbill Activity—Women's Voter Rights:

1. Explain to the class that suffragettes distributed handbills to get support for their movement.
2. Distribute Handout 1, Why Women Want to Vote. Explain that this is a copy of an original document and that a good way to learn about history is from original sources. Read the handout and discuss.
3. Students will use a large piece of paper (construction, newsprint, etc.) to illustrate one of the statements from the handbill. They will copy the statement and then draw illustrations. Stick figures may be used. Cartoons would also be very appropriate. Display the results of their work on a bulletin board or elsewhere in the room. Evaluate the student's work through observation.

D. Conducting the Play Activity—Women's Suffrage:

1. Explain to students that suffragettes even went to jail to gain the right to vote.
2. Distribute copies of Handout 2, Women's Suffrage Play
3. Assign the parts and read through the play. (You may want to repeat with a second group of students.)
4. Debrief by asking such questions as:
   - Should the suffragettes have been put in jail for picketing?
   - What if your mother could not vote but your dad could?
   - Should people stand up for what they believe in?
5. Evaluate by observing the quality of the student's answers.

Activity IV and V — The Eighteen Year Old Vote:

A. Background:

Amendment Twenty-six (1971), states that citizens eighteen years of age or older cannot be denied the right to vote because of age. Before 1971 Alaska, Georgia, Hawaii and Kentucky had allowed people under age 21 to vote. A ruling from the Supreme Court (**Oregon vs. Mitchell,** 1970), said that Congress could regulate the voting age in federal elections but not state elections. The Twenty-sixth Amendment soon followed this ruling. People felt that since 18 year olds had fought and died in the Korean and Vietnam wars, they should be allowed to vote. Currently, male, female, black and white citizens can vote after they register and follow certain rules. When they vote they are using their power to choose our leaders and to be responsible citizens.

B. Objectives for activities IV and V:

Students will find out how many citizens exercise their right to vote in their town or city and they will work to get more citizens to exercise this responsibility.

C. Conducting Activity IV and V—Letter Writing and a Guest Speaker:

1. Students will write letters to the election board, a member of the League of Women Voters or an election official to invite him/her to speak to the class.
2. Before writing the letters, the students will generate questions they want answered about numbers of eligible voters, the number that vote, etc. Questions will be recorded on the board so that students may use them in the letters.
3. When the speaker comes, have him/her answer students' questions about percentages, voter turnout, etc.
4. Debrief and record statistics from speaker's talk on a chart.

Activity VI — Brainstorming and Handbills:

1. Using the statistics from the guest speaker, as recorded on the chart, discuss why so many people do not vote.
2. Discuss the characteristics of a good voter and why it is important to vote.
3. Brainstorm ways to get out the vote. Record them on chalkboard—prioritize. Explain that you will use these on handbills to get people to vote—(the handbills will be like advertisements).
4. Have the students, working in pairs, individually, or in groups, develop handbills urging citizens to vote. Target 18-year-old citizens and arrange to distribute the handbills through a high school social studies class. Initiate a dialogue between elementary and high school students. If a computer and printer are available, these handbills might be computer designed.

Activity VII — Thinking About the Future:

A. Background:

Many changes have taken place in expansion of the electorate. Many people are not taking advantage of their hard earned rights. Changes are sure to occur in the future. Will people use home computers or cards like credit cards to vote? Will people vote from space? Will they use voting machines?

B. Objective for Activity VII:

Students will think of themselves as future voters in a constantly changing world.

C. Conducting Activity VII — Design of Voting Machine:

1. Discussion—What changes will occur in the 21st century? What age will the students be in 2020? In what year will they be old enough to vote? How can you as students be prepared to make good choices? Are more constitutional amendments dealing with voting likely?
2. Students will either make a model or draw a picture of what they think a voting machine might look like. Their products should be displayed. Students may work in groups.
3. Debrief—each student will explain his/her product.

TIPS FOR THE TEACHER:

Each of the seven activities can be done in one class period or can be extended for lengthier instruction. Field testing this lesson in gifted classes, grade three through five, resulted in students inspired to write their own law-related plays. The teacher related all activities to the word 'justice' in the Preamble.

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Stein, R. Conrad, *The Nineteenth Amendment*. Chicago: Children's Press, 1982.

Viera, Norman, *Civil Rights in a Nutshell*. Saint Paul: West, 1978.

JUSTICE **EQUALITY**

Why Women Want to Vote.

WOMEN ARE CITIZENS,

AND WISH TO DO THEIR CIVIC DUTY.

WORKING WOMEN need the ballot to regulate conditions under which they work.
Do working men think they can protect themselves without the right to vote?

HOUSEKEEPERS need the ballot to regulate the sanitary conditions under which they and their families live.
Do MEN think they can get what is needed for their district unless they can vote for the men that will get it for them?

MOTHERS need the ballot to regulate the moral conditions under which their children must be brought up.
Do MEN think they can fight against vicious conditions that are threatening their children unless they can vote for the men that run the district?

TEACHERS need the ballot to secure just wages and to influence the management of the public schools.
Do MEN think they could secure better school conditions without a vote to elect the Mayor who nominates the Board of Education?

BUSINESS WOMEN need the ballot to secure for themselves a fair opportunity in their business.
Do business MEN think they could protect themselves against adverse legislation without the right to vote?

TAX PAYING WOMEN need the ballot to protect their property.
Do not MEN know that "Taxation without representation" is tyranny?

ALL WOMEN need the ballot, because they are concerned equally with men in good and bad government; and equally responsible for civic righteousness.

ALL MEN need women's help to build a better and juster government, and

WOMEN need MEN to help them secure their right to fulfil their civic duties.

WOMAN SUFFRAGE PARTY
OF THE CITY OF NEW YORK
Headquarters: Room 212 Metropolitan Life Building

WOMEN'S SUFFERAGE PLAY

CHARACTERS: Alice Paul, a suffragette
three other suffragettes
several people returning home from work
Sergeant Lee, a policeman
jailer
nurse
journalist
narrator

SCENE 1

NARRATOR: The scene is a sidewalk in front of the White House where women are picketing for the right to vote. The streets are crowded with people going home from work. The suffragettes are moving toward the White House gates. Many people walk over to see what is going on.

SERGEANT LEE: (walking over to the suffragettes) "Move away from the gates. You are creating a disturbance."

ALICE PAUL: "No. We will not. We must influence President Wilson to help us get the vote. We will not move until we have the vote."

SERGEANT LEE: "Then you are under arrest. You are disturbing the peace."

SCENE 2

NARRATOR: The suffragettes are now in a dirty, dark, bad smelling jail.

ALICE PAUL: "I need air. This air is so stale."

SUFFRAGETTE NUMBER 1: "It smells so terrible. I cannot breathe."

SUFFRAGETTE NUMBER 2: (trying to open a window behind bars) "I can't get this window open. It is stuck."

SUFFRAGETTE NUMBER 3: "Throw your metal cups up at the window. Maybe we can break it. We can't stand this, we will suffocate."

NARRATOR: One of the windows breaks after they throw their cups.

SUFFRAGETTE NUMBER 1: "Now we can breathe but I am weak from hunger. I can't eat the raw pork which they give us."

ALICE PAUL: "I am weak, but I will never give up my fight for the vote."

JAILER: "You women are crazy. You do not belong in jail. You belong in a mental hospital."

SCENE 3

NARRATOR: Alice and another suffragette have been removed to a mental hospital. They have gone on a hunger strike.

ALICE PAUL: "I am weak from hunger."

NURSE: "Please eat, or I will have to force feed you."

ALICE PAUL: "I will not eat until women have the vote. I wish the other patients would stop looking at me. Their constant moans bother me."

NURSE: "You seem fine mentally but I worry about your not eating."

SCENE 4

NARRATOR: A journalist who knows President Wilson comes to the hospital.

JOURNALIST: "Why are you on a hunger strike?"

ALICE PAUL: "Because I want people to know how I am being treated as a suffragette. I feel that women must have the right to vote."

JOURNALIST: "I will help you. I will write stories to influence the President."

NARRATOR: Soon after this the 19th Amendment was passed giving women the right to vote. Women like Alice Paul had suffered jail and insane asylums to win this right.

A CLASSROOM CONSTITUTION

Mel Easton

Eagle Hills Elementary
Eagle, Idaho

LESSON OVERVIEW:

These lessons offer the teacher a practical and reasonable means of intergrating the concept of our Constitution into the children's world. The structure and the ideas of living together under universal laws can be brought into the students' lives. With their direct participation, they create and write a classroom constitution based on classroom laws or rules.

GOALS:

As a result of this lesson, students will:

- write a classroom constitution which will enable them to have a responsible and efficient learning environment;
- learn that people need rules to live and work productively together;
- become aware of the Constitution and use its structure to develop a classroom constitution.

GRADE LEVEL:

This lesson is appropriate for second through sixth grade students.

MATERIALS:

1. a copy of the Constitution
2. chart paper
3. markers
4. pictures of the signing of the Constitution and the 1780's pictures of the men who were critical to the framing of the Constitution.
5. a map of the United States (then and now)
6. two hundred objects such as marbles (counters)
7. red, white, and blue construction paper
8. books about the Constitutional Convention, the Founding Fathers, the times of the 1780's
9. checkers games, one for each pair of students

PROCEDURES:

Lesson I:

Anticipatory Set: Divide the class into pairs and give each pair a checkers game. Tell them there is only one rule: "The player with the most checkers at the end of five minutes wins."

Activity: After five minutes, stop the game and ask those who enjoyed playing this game to stand up.

1) Discuss the problems of not having rules in a game. Compare the need to have rules in a game and in everyday living.
2) Show the picture of the signing of the Constitution, the framers, and the copy of the Constitution.
3) Give the children a brief explanation of these pictures and the purpose of the lesson:
   a. America was founded on the need for individual freedom.
   b. The American people realized the need for rules to keep their freedom.
   c. The framers of the Constitution created the rules over 200 years ago.
   d. America continues to live with and by these rules.

Closure: Brainstorm and record all the freedoms the kids have and relate them to the Constitution and the concept of American liberty.

Lesson II:

Anticipatory Set: Show the students your collection of 200 marbles (or counters) and lay them out in a line, end to end. Measure the line; discuss and compare the length to other objects. Lay out 7 (their age) next to the 200. Use this visual display to compare the length of their lives to the years since the Constitution was written. (200 years old).

Activity:

1. Look at the copy of the Constitution. (see appendix)
2. Outline the parts of the Constitution: PREAMBLE, ARTICLES, SIGNATURES, AMENDMENTS.
3. Remind the students that this document has worked for a long time, that the citizens of America have worked hard to make it last.
4. Give the students a brief history of American development to its present greatness. Tell them of

two or three critical times in our history (the Civil War, the expansion to the West, World War II). It is not vital that they remember these events, but that they understand the sacrifice and problems that had to be met. They need to know that decisions had to be made for the good of the majority.

5. Read the Preamble of the Constitution to the class. Tell them it explains the purpose of the laws. Tell the students that the Articles explain how the people will govern themselves and how they will be able to make laws. Show them the signatures at the end of the Constitution and how it is necessary to sign your name to make something official. Finally, show the class the amendments and tell them these are changes that are voted on by Congress and the states. The amendments make it possible to keep the Constitution up to date and meaningful.
6. Show the students something old (picture of a Model T Ford or an antique bike). Ask them if these things are still useful. (YES) Are they still practical? (NO) These objects were fine for their time. People's needs changed and their tools had to change, too. Have the students explore how the automobile has changed and yet is still a four wheeled, motorized vehicle. Our Constitution is old, but some parts of it have changed. Basically it remains the same as 200 years ago, but the changes reflect the changing needs of citizens.
7. You could also have students compare how they have changed since birth and yet they remain the same person.

Closure: Lead the class in an art project to make a tricornered hat from red, white, and blue construction paper.

1. Pass out one red, one white, and one blue piece of construction paper to each child. They will need scissors, pencil, crayons, and glue.
2. Pass out Handout 1, a template, (INSERT) to trace the shape of the hat's side.
3. Students trace three sides, one of each color. The students cut the sides out.
4. In bold letters have the students print "PREAMBLE" on one hat side, "ARTICLES" on another hat side, and "SIGNATURE" on the last side.
5. Glue the ends of the sides to form a triangle. You can size the hat by taping the sides closer together toward the crown of the hat.
6. Save these hats for the final celebration and hang them from the ceiling. They make a nice visual display.

Lesson III:

Anticipatory Set: Present the class a hypothetical set of classroom (crazy) rules. Make sure they are unfair. Guide the class in a discussion of problems that may arise in enforcing these rules. Direct the discussion to a consensus that these rules need to be changed. Keep in mind that new rules should set limits or behavior, establish authority, and have a meaningful purpose to the majority of students.

Activity: Have prepared a preamble that follows the format of the Preamble of the Constitution. Include these general areas of concern to be addressed by the children as they write their rules:

1. RULES FOR LEARNING
2. RULES FOR SAFETY
3. RULES OF COURTESY
4. RULES FOR SHARING
5. RULES FOR BEING RESPONSIBLE

Example 1: We the children of _____'s class, in order to be nice to each other, to learn a lot, to be happy, to be fair to all, and to help when needed, do establish this Constitution for Room 8.

Example 2: We the kids of Room 7 in order to work hard, play fair, do our best, help others, and learn, do establish the Constitution for _____'s second grade classroom.

1. Divide the class into five groups. Each group will have a large tablet and marker and will brainstorm a list of rules that will benefit the classroom environment. Explain they will only have a short time and are to record as many comments as time allows.
2. Give each group of these titles: Rules for Learning, Rules for Safety, Rules for Courtesy, Rules for Sharing, and Rules for Responsibility.
3. Bring the class back together and examine the lists. Eliminate repetitions, and keep the rules manageable and appropriate.
4. Emphasize the role of the teacher as the final authority in the classroom; that this is a major difference from the U.S. Constitution, but it is necessary because the teacher's responsibility is to educate the children. (Make your own rule regarding the teacher's role in the class constitution.)
5. Review the class preamble by having a choral reading. Review the rules the groups have written. Compare the class work just completed with the original process, 200 year ago; the Founding Fathers worked from May to August; they were

creating something original; their problems were many; their rules are called Articles; they worked in groups called committees; George Washington was their leader; they created a three part govenment; they made a rule that enabled them to amend the Constitution. DID YOU? Help write one more article that will allow for change as needed.

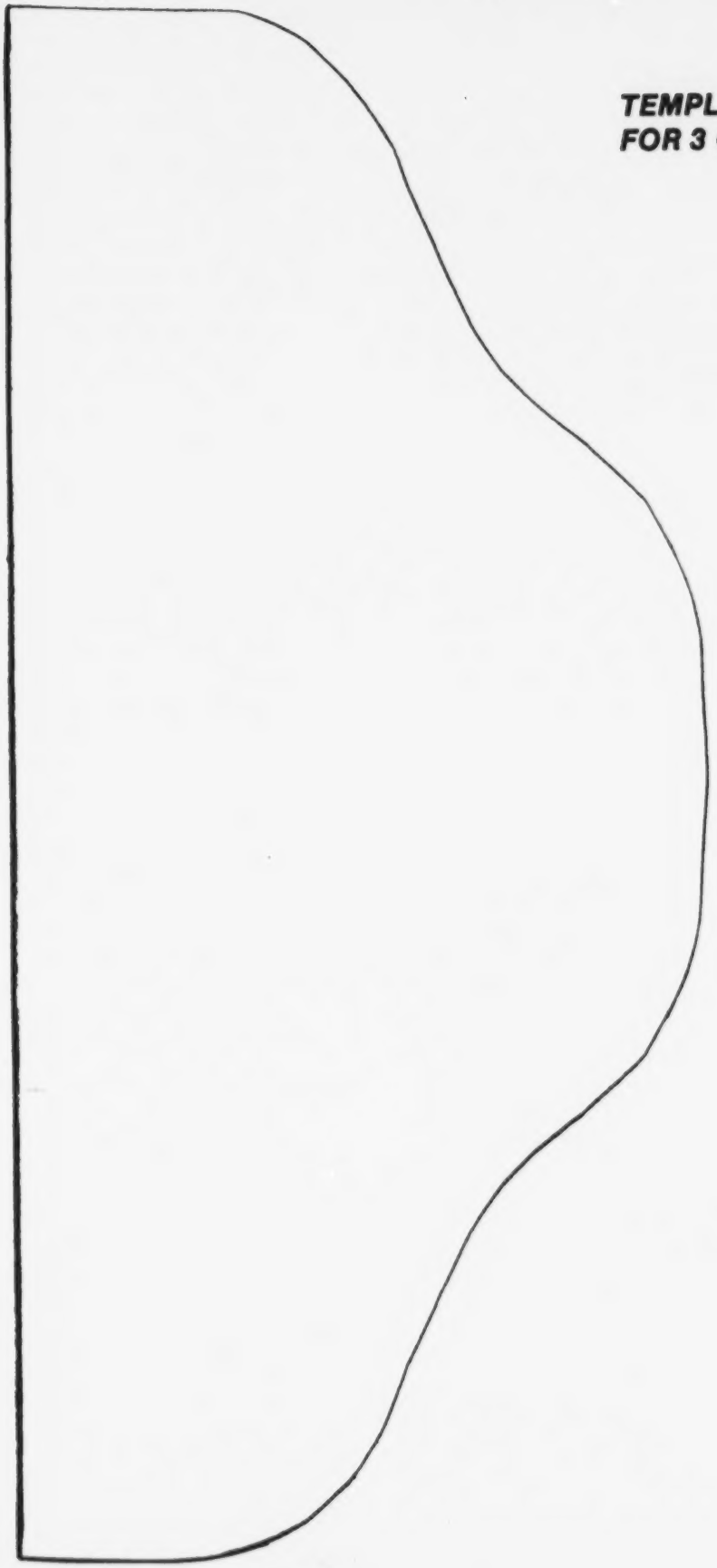
Closure:

Roughly, put the preamble together with the classroom Articles (rules) in Constitutional form i.e. Preamble, Article 1, Article 2, etc. Have the class read in unison, or have individuals read each article. Have the class vote on adopting this constitution. A finished copy will be prepared for signing, at which time we have a party!

TIPS FOR THE TEACHER:

Second grade students need to have vocabulary cards displayed to reinforce the new words. Creating bulletin boards and displays about the subject increases motivation. Generally, the children become excited when they know they will have an opportunity to create and give input on matters that impact their lives. With young children you must have everything prepared and ready. The lesson time and the concepts are difficult, so it is vital to keep things moving and at their level of understanding.

TEMPLATE
FOR 3 CORNER HAT



THE PREAMBLE TO THE CONSTITUTION

Linda Crim

Bedington Elementary
Martinsburg, West Virginia

LESSON OVERVIEW:

This unit takes groups of words from the Preamble to the Constitution of the United States and explains their meanings and how the words apply to students today.

GOALS:

As a result of this unit, students will:

- discuss key phrases from the Preamble of the Constitution;
- find ways to relate the values stated in the Preamble to their daily lives;
- become aware of changes in the Constitution to ensure fairness, to all citizens;
- explore, through various activities, possible changes needed in the Constitution by future generations of citizens.

GRADE LEVEL:

This lesson is appropriate for fourth and fifth graders.

TIME:

This unit can take between five and ten days of instruction, depending upon how detailed the teacher wants to make each lesson.

DAY ONE:

Lesson Title: Who are "We the People" in the Constitution?

This lesson will show some changes the Constitution had to make over the last 200 years in order for it to mean **all** citizens.

Goals:

As a result of this lesson, students will:

- cite the amendments that created these changes;
- discuss whether "we the people" might be expanded in the future;
- complete assigned follow-up activities at the end of the lesson.

Materials:

1. Preamble to the Constitution
2. Bill of Rights
3. Amendments Thirteen, Fourteen, Fifteen, Nineteen and Twenty-four
4. dictionary
5. chalk
6. chalkboard

For activities:

1. worksheets
2. pencils
3. old magazines
4. newsprint
5. glue or paste
6. large sheets of construction paper
7. newspapers

Procedure:

1. Either the teacher or a student reads the Preamble to the class.
2. Discuss, who were "the people" at the time of the ratification of the Constitution?
3. Record all answers on the board. Discuss. Erase those answers which students agree do not belong on the list.
4. Explain, only white men who owned property were "the people" at the time. They were the ones protected under the laws. They were the ones who enjoyed rights as citizens.
5. Ask, Do you think this was fair? Why or why not? (This should invoke a lively discussion between boys and girls.)
6. Explain: Certain changes had to be made in order for the Constitution to be fair to everyone. These changes are called "amendments." The Bill of Rights was ratified effective December 15, 1791. It contains the first ten amendments to the Constitution. The Bill of Rights still did not cover anyone except white males who owned land.
7. Use the dictionary to define "ratify."
8. Explain: The first real change came with the Thirteenth Amendment which called for the abolishment of slavery.
9. Use the dictionary to define "abolish."
10. Explain: This amendment was ratified December 6, 1865, during the Civil War. It ended slavery, but did not guarantee citizenship. The Fourteenth Amendment stated "that all persons born or naturalized in the United States . . . are citizens of the United States and the state wherein they reside."

11. Did this include women and American Indians? (Allow a short time for discussion.)
12. Explain, blacks still did not have the right to vote in most states. The Fifteenth Amendment states that voting shall not be denied because of "race, color, or previous condition of servitude."
13. Did this guarantee the right to vote to everyone? (Allow time for discussion.)
14. Explain, Some states passed laws to keep blacks from voting, others used poll taxes which blacks could not afford to pay.
15. Define the term "poll tax"—money paid in order to vote.
16. Explain, it was not until August 18, 1920, that women were allowed to vote. This was approximately 133 years after the ratification of the Constitution. The Nineteenth Amendment gave women suffrage.
17. Define the term "suffrage"—the right to vote.
18. After this amendment was ratified did everyone have the right to vote?
19. Read the Twenty-fourth Amendment.
20. Should there be other changes in the Constitution? If so, what should they be?
    (List possible changes on the board. Children may need time to think about this. Perhaps make this an extended assignment.)

Extended Research:

List the following ideas on the board. Ask students to volunteer to research the topics listed.

1. When did the American Indians obtain rights as citizens in the United States?
2. Did the Nineteenth Amendment insure that all citizens over twenty-one years of age had equal rights? (If so, why did we need the Twenty-fourth Amendment?)
3. Some states allowed women to vote before 1920. Which states were they? Why could they do this?
4. What were some of the Jim Crow laws and grandfather clauses that were passed to keep blacks from voting? What other methods were used to keep people from voting?
5. Think of an amendment you would like to make to the Constitution. Write it up.

DAY TWO:

Lesson Title: Continuation of "We The People."

Goals:

As a result of this lesson, students will:

- read written reports in class;
- discover material not previously covered in class;
- discuss new information relating to material covered during the previous day.

Materials: Chalk, chalkboard.

Procedure:

1. Ask for volunteers to read their papers to the class. (If none, choose randomly.)
2. After each paper, list important details on the board.
3. Collect papers and assign grades (optional).
4. Allow time for questions from students about information they heard.

Evaluation:

1. Oral reading of "research" paper.
2. Substance and content of paper.
3. Actual grading of paper (optional).

Tips for the Teacher:

You may have to scale down the questions, or give broad hints as to where the information can be located.

DAY THREE:

Lesson Title: Continuation of "We The People."

Goals:

As a result of this lesson, students will:

- work individually to complete the worksheet;
- find vocabulary words in Word-Seek Puzzle;
- review material covered during previous days of instruction.

Materials:

1. worksheets
2. vocabulary
3. word-seek puzzle
4. pencils

Procedure:

1. Hand out copies of the worksheet.
2. Make sure the students understand the directions.
3. Place Word-Seek in a location where students can have access to it when they complete their worksheet.
4. Allow 15-20 minutes to complete the worksheet (time is flexible).
5. Allow 10-15 minutes to complete the Word-Seek (time is flexible).
6. Review the worksheet with students, supplying correct answers. (This can be used as a study guide if a quiz is desired.)

7. Allow students to find answers to the puzzle during class or during their own time.

Evaluation:

1. Completed worksheet
2. Discussion of questions.

DAY FOUR:

Lesson Title: "A More Perfect Union"

This lesson deals with the difference between the Articles of Confederation and the Constitution, and why a change was needed.

Goals:

As a result of this lesson, students will:

- discuss the differences between the Articles of Confederation and the Constitution;
- discuss why changes in the Articles of Confederation were needed;
- discuss major proposals offered at the Philadelphia Convention for making these changes (Virginia Plan, New Jersey Plan, the Great Compromise).

Materials:

1. copies of the Articles of Confederation and the Constitution
2. chalk
3. chalkboard
4. dictionary

Procedure:

1. Introduce the title of the lesson. What does it mean?
2. Explain problems with the Articles of Confederation. List problems on the chalkboard.
   a. weak central government.
   b. strong state government.
   c. each state printed its own money.
   d. states levied tariffs on imported goods.
   e. central government could not collect taxes or pay debts.
3. Discuss the meaning of each problem individually. How were these problems affecting the country?
4. What was the original intent of the Convention at Philadelphia? (to amend the Articles, not to draw up new Constitution.)
5. Discuss the controversy over the Virginia Plan and the New Jersey Plan.
6. Discuss the Great Compromise.
7. Define the term compromise (each side has to give up something in order to reach an agreement)
8. Ask students to bring political cartoons to class.

Evaluation:

1. Discussion of Articles of Confederation as compared to the Constitution.
2. Discussion of the Virginia Plan versus the New Jersey Plan.
3. Discussion of the Great Compromise.

Tips for the Teacher:

The book, *SHHHH! We're Writing the Constitution* by Jean Fritz is an excellent book for the students to read on their own. It can also be read aloud to the class.

DAY FIVE:

Lesson Title: Continuation of a More Perfect Union

Goals:

As a result of this lesson, students will:

- study political cartoon clipped from newspapers and magazines;
- discuss how cartoons are used to convey messages;
- draw political cartoons for display in the classroom.

Materials:

1. cartoons clipped from magazines and newspapers
2. paper
3. pencils
4. pens
5. colored pencils
6. felt markers
7. crayons

Procedure:

1. Pass out cartoons to each student or have students use cartoons they brought to school.
2. Discuss the meaning of the cartoons.
3. Have students brainstorm on possible cartoons for the Constitutional Convention.

   Put a list on the board. Here are a few ideas:
   a. The Great Debate over the Virginia Plan or New Jersey Plan
   b. Patrick Henry "I smell a rat!"
   c. Rhode Island staying home from the convention.
4. Have students choose a topic and sketch the idea.
5. Final copies are to be brought to class and displayed.

Tips for the Teacher:

You might want to find a simple book on how to draw cartoon figures and show the students how to draw a few simple figures. You might not want to assign a letter grade to students for participation in this activity.

DAY SIX:

Lesson Title: "Establish Justice"

Goals:

As a result of this lesson, students will:
- discuss the need for rules;
- explain the characteristics of a good rule;
- identify some instances where rules are needed.

Materials:

1. two buttons or pennies
2. chalk
3. chalkboard
4. (optional: markers, tagboard, masking tape)

Procedure:

1. Choose eight volunteers. Divide them into two equal teams.
2. Play the Button Game.

   (This game is known by many different names and variations on how it is played.)

   Have the teams facing each other. Give a button or penny to each 'captain'. Without giving any directions, quickly announce "Ready. Set. Go!"

   No matter to whom they have passed the button, stop them after it has reached to the second person. Say, "I thought you knew how to play! The first person passes the button over his/her right shoulder. Let's try again."

   Each time, you stop them and add on a different direction. Before long, you should hear some grumbling. This is to be expected. Finally, someone should say something about wanting to know all the rules at one time.

   List either on the board or on tagboard strips (already prepared) the five different ways that may be used to pass the button.

   example:

   - 1st person - over right shoulder
   - 2nd person - over left shoulder
   - 3rd person - under left knee
   - 4th person - turn around two times then pass
   - 5th person - under right knee
   - 6th person - same as first person

   Let students study the rules then proceed to play the game again. A small reward (stickers, pencils, etc.) is appropriate for both teams for helping with this activity!
3. What did this game illustrate for us? (Answer: the need for rules.)
4. Brainstorm the different places where we find rules (or laws) ex. swimming pool, playgrounds, restaurants (dress requirements.)
5. Suggest new rules that should be made for the classroom.
6. Either print on chalkboard or have it already printed on tagboard strips. "Students may get a fun sheet when all work is completed."
7. Does this rule sound fair. Is it a good idea?
8. "Girls may have five extra minutes of recess." Does this sound fair? Why not?
9. Explain the importance that rules be fair to all.
10. Make up five more rules, some biased, some fair. Post them with the others.
11. Briefly review all rules.
12. Erase the rules that are unfair.
13. Explain the word "biased" (Use the dictionary for help.)
14. What is the set of rules that governs our country? (Constitution)
15. Are these rules fair to everyone?

DAY SEVEN:

Lesson Title: Continuation of "Establish Justice"

Today's lesson deals with the courts and court system and the Supreme Court.

Goals:

As a result of this lesson, students will:
- examine the court system;
- discuss the consequences of breaking rules;
- listen to a professional discuss his/her career dealing with the justice system;
- participate in a mock trial.

Resources:

Judge, defense attorney, prosecuting attorney, police officer, (city, county or state) lawyer, baliff, court stenographer, Mock trial script.

Procedure: (Plan well in advance!)

1. Arrange for a person from the legal profession to take part in a mock trial.
2. Make sure students are fully prepared and know their parts.
3. Present the mock trial in the classroom or to the entire school.
4. After presentation, allow time for class to ask the legal professionals questions about their jobs.

Tips for the Teacher:

You may not be able to secure many legal professionals for the mock trial, but you should be able to

arrange for one or two. Retired persons are usually eager to help out.

If you can not find a scripted mock trial, you and the class can work on one of your own. Pretend that one of the teachers got a ticket for running a stop sign, but he/she says the sign was not visible. Ask an off-duty policeman to come to class to testify. Ask a parent to come in as an "eye witness".

DAY EIGHT:

Lesson Title: "To Ourselves and Our Posterity"

Goals:

As a result of this lesson, students will:

- define "posterity";
- discuss what the Constitution means to them;
- discuss what they think the Constitution will mean to their children.

Materials:

1. dictionary
2. pencil
3. paper

Procedure:

1. Restate the title of this lesson.
2. Use the dictionary to define posterity.
3. Pose the question: Do you think the signers of the Constitution had any idea that the Constitution would last for 200 years? (allow time for discussion from both sides.)
4. Do you think the Constitution will last for 200 more years? (Again, allow time for both sides.)
5. Why do you think it has lasted 200 years? (Bring discussion around to include the amendment process.)
6. Plan for wrap-up activities:
   a. Divide students into small working groups.
   b. Display a list of projects on the board.
   c. Have each group decide on a project.
   d. Projects are due in two days.
   e. Provide some in-school time for work on project.
7. Possible Projects:
   a. "We the People"—have students bring in pictures to make a time line showing how "WE THE PEOPLE" have changed over the years.
   b. Draw a large Liberty Bell on posterboard. Students can use large markers to write as many "Blessings of Liberty" as they can think of on the bell.
   c. Make a heritage chart. Begin by having students take a survey of the school or neighborhood population. Are there any grandparents, or parents who are naturalized citizens? What country did they come from? Can the rest of the students trace their country of origin?
   d. Compose a poem or a rap to express what the Constitution (liberty, freedom, justice) means to the group.
   e. Students come up with their own ideas for a project. (Use Brainstorming or brainwriting techniques.)

DAY NINE:

Lesson Title: "Wrap-Up of Unit"

Goals:

As a result of this lesson, students will:

- see video segments of U.S. History;
- listen to songs that explain events in U.S. History; and,
- discuss the contents of the video.

Materials:

1. (VHS) VCR
2. television
3. *History Rock* (Video)

Procedure:

1. Introduce video (background information).
2. Play video (approximately 32 minutes).
3. Discuss video.
4. Written assignment—Which part did you enjoy most? Which did you enjoy least? Be sure to support your answers.
5. Have another student look over paper for mistakes without marking them. Verbal critiques only! Hand back papers to owners.
6. Write final copy and turn in for a grade.
7. Briefly discuss how projects are developing.

DAY TEN:

Lesson Title: "Presentation of Projects"

This could easily work in an informal setting, perhaps arranging the displays around the room so they could be enjoyed during the day.

Materials: students' projects (group projects).

Procedure:

1. Allow groups to volunteer to present projects.
2. When presentation is complete, allow time for possible questions.
3. When all groups have presented, have students write a brief summary of the presentations, noting the qualities that most impressed them.

Evaluation:

1. Participation in group project.
2. Oral presentation of project.
3. Written paper on reaction to projects.

WORKSHEET #1

Fill in the correct word or words to complete the sentences.

1. The _____ Amendment gave women the right to vote in 1920.
2. Only people who were _____, _____, and _____ were considered citizens when the Constitution was ratified in 1787.
3. The _____ Amendment freed the slaves.
4. The first ten amendments are called the _____ _____ _____
5. "All persons born or naturalized in the United States are citizens of the United States and state in which they reside" is found in the _____ Amendment.
6. The _____ Amendment gave blacks the right to vote.

Write the word True or False on the line before each statement.

_____ 1. All blacks could vote following the Civil War.

_____ 2. The Twenty-fourth Amendment removed the poll tax.

_____ 3. The Eighteenth Amendment gave women the right to vote.

_____ 4. In some western states, women could vote before 1920.

_____ 5. Suffrage means to be in pain, or to be hurt.

Circle the best answer under each sentence.

1. Changes made in the Constitution are called:

a. bills b. rules c. amendments

2. To ratify means to:

a. change b. vote on c. veto d. throw away

3. The term abolish means:

a. to do away with b. adopt c. replace with something better

4. A poll tax is:

a. money paid to person who votes b. person asking questions

c. money paid in order to vote d. money collected for property owned

WORD SEEK PUZZLE

Word List:

AMENDMENT
ABOLISH
BILL OF RIGHTS
BLACK
CIVIL WAR
CONSTITUTION
FIFTEENTH
FOURTEENTH
FREE
INDIAN
LAW
MALE
NATURALIZED
NINETEENTH
POLL TAX
PROPERTY
RATIFY
RIGHTS
SUFFRAGE
THIRTEENTH
VOTE
WHITE
WOMEN

A E L P O E P E H T E W B
C I V I L W A R C D N E P
F O H J Y F I T A R A D O
H T N E E T F I F B I E L
L M S S N O W P O I D Z L
T Q T U T R H L S L N I T
H U H F V I I W X L I L A
I Y G F Z S T A C O D A X
R B I R H F E U E F G R H
T A T A J K M L T R N U O
E P M G E Q A B O I R T S
E T U E V M W L V G O A X
N Y R Z N B C A E H F N H
T F J K L D M C N T O P S
H R L S T V M H W S X Y E
A C E A Y T R E P O R P T
N E N O W F G J N K L M A
K F O U R T E E N T H N T
H T N E E T E N I N P Q S

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Commage, Henry Steele, *The Great Constitution: A Book for Young Americans.* Eastern Acorn Press, 1987.

Fritz, Jean, *SHHH! We're Writing the Constitution.* New York: G.P. Putnam's Sons, 1987.

"A Durable Charter," *American History Magazine.* Summer 1987, p.12.

Troen, Vivian and Katherine Boles, "We the People: You Can Prepare Children for Social Responsibility," *Creative Classroom,* March 1988.

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History Rock. Racine, Wisconsin, Western Publishing Company, Inc., 1987.

PROFILES OF THE FRAMERS

Paula Nelson

Samuels Elementary School
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LESSON OVERVIEW:

When studying the Constitution it is important for students to have some biographical information about the men who wrote this important document. Researching the lives of the Framers helps students understand what motivated these men to participate in the Philadelphia Convention in 1787. Students will also understand what events in the early lives of these individuals may have influenced the decisions they made at the convention.

Fifty-five men attended the convention, but detailed information about all of them is difficult to find. At the end of this lesson there is a list of all the fifty-five men who participated in the convention. It is suggested that students research the biographies they can obtain in the library. In addition, they can use the bibliographies attached to this lesson.

GOALS:

As a result of this lesson, students will:

- learn about the early lives of the Framers and how historical events may have influenced the decisions they made at the convention;
- compare and contrast these biographies with their own lives via a time line;
- analyze the influences they had on the methods we use to govern ourselves today.

GRADE LEVEL:

This lesson is appropriate for upper elementary through high school.

MATERIALS AND OUTSIDE RESOURCES:

Biographies of the Framers. The following is a list of other helpful books:

Ferris, Robert G., *Signers of the Constitution.* U.S. Department of Interior, National Park Service, 1976. Document #129.2:H62/9/V.19; Available at U.S. Government Depository Libraries.

Meister, Charles W., *The Founding Fathers.* Jefferson North Carolina: McFarland and Company, Inc., 1987.

Dillard, Irving, *Building the Constitution.* St. Louis: St. Louis Post-Dispatch, 1987. May be ordered from: Public Relations Department of the St. Louis Post-Dispatch, 900 North Tucker Boulevard, St. Louis, MO 63101, (341) 622-7237.

Meet the People Behind 'We the People'. Rochester, NY: Eastman Kodak, 1987. To order: Eastman Kodak Company, 343 State Street, Rochester, NY 14650, 1-800-44KODAK (1-800-445-6325).

1787 The Day-to-Day Story of the Constitutional Convention. New York: Exeter Books, 1987 (Bookthrift Marketing, Inc.). To order: Eastman National, 313 Walnut Street, Philadelphia, PA 19106, 1-800-821-2903.

To Provide for the Common Defense, Soldier-Statesmen of the Constitution. Washington, DC: U.S. Army, 1987. Twenty-four individual pamphlets on the twenty-two signers of the Constitution who were veterans of the Revolutionary War. 1-202-697-4652.

The Delegates of 1787, The 55 Members in Portraiture and Biography. To order: Eastern National, 313 Walnut Street, Philadelphia, PA 19106, 1-800-821-1903.

Ferris, Robert G. and James H. Charleston, *The Signers of the Constitution.* Arlington, VA: Interpretive Publications, 1986. To order: Eastern National, 313 Walnut Street, Philadelphia, PA 19106, 1-800-821-1903.

Prolman, Marilyn, *The Story of the Constitution.* Chicago: Children's Press, 1969.

Kleinknecht, C. Fred, *Anchor of Liberty.* Washington, DC: The Supreme Council, 33rd Degree, Ancient and Accepted Scottish Rite of Free Masonry Southern Jurisdiction, 1987. 1733 Sixteenth St. N.W., Washington, DC 20009.

Cooke, Donald E., *America's Great Document.* Mapletown, NJ: Hamond, Inc., 1970.

Charleston, James H., and Robert G. Ferris, *Frames of the Constitution.* Washington, DC: National Archives and Records Administration, 1986.

Strout, Richard L., *America's Founding Fathers.* Boston, The Christian Science Monitor, 1975. To order: Christian Science Monitor, P.O. Box 527, Back Bay Station, Boston, MA 02117.

PROCEDURE:

Research 4-10 days:

1. If children are not familiar with research methods, the teacher may want to refer to the "WE SEARCH" material in the appendix. The teacher should model research techniques before students get started on their own. Students should select one of the Framers they are interested in researching. They may work in pairs or individually, depending on the availability of resources. At least ten to fifteen of the most popular framers should be considered.
2. Using children's novels or books listed in the bibliography section, have the children take notes concentrating on the early life of their particular Framer. Keep in mind that notes should be brief.
3. Students should focus on pertinent facts from their younger years that may have had an influence on their adult lives. Students should also, pay attention to interesting facts. Some suggestions are:
   - birth
   - environment
   - delegate from small or large state
   - schooling-education
   - siblings
   - travel experiences
   - hobbies, interests
   - marriage
   - jobs, career
   - reasons they attended convention
   - influences at the convention
   - voting record on issues at the convention
   - life after 1787

   The intent of this list is not to narrow the scope of information. It is a guide. To make the research interesting, students should be free to go beyond suggestions stated here.
4. After students have completed their notetaking, they should decide on one of the following activities as a means of sharing their research:

TIPS FOR THE TEACHER:

Through the democratic process, allow the students to decide which activity they will do together as a class. Otherwise, allow them to select their own individual projects.

Newspaper article:

Write a newspaper article about the Framer as the article might have appeared in a newspaper after September, 1787. The article might be a biographical sketch about his life from a newspaper in his hometown. A newspaper advertisement from the 1700's might also be a part of this article. Students need to select a title for their newspaper and the cost for each copy which is reflective of the times.

Drama:

Drape a sheet behind the opening of a puppet stage. Put two back lights (two 100-watt clip-on bedlights work well) on each side of the puppet stage, shining toward the opening.

The students stand or sit behind the sheet dressed as the Framer may have looked (a bust silhouette, either front or side view). The silhouette begins telling the story of his life.

Option: Another student may stand in front of the stage discussing the contributions the Framer made during the convention.

Pamphlet:

Make a pamphlet about the Framer. Instructions follow:

Cover — Silhouette or sketch

Inside — Early Life
Adult Life
Influences at Convention

Back — Famous Quotes
Life after the Convention

To add visual interest to the pamphlet, students may add their own art work.

Pamphlets can include a variety of colors and forms. These can be duplicated or photocopied to distribute to other students.

Pamphlet writing is a good activity to get students to extract important ideas from their research, to share information, and to practice writing concisely.

- Give several sample pamphlets to the students and talk about the different ways in which information can be presented.
- Brainstorm about how the pamphlets might be divided and what information might be included in each part.
- Have the students fold the paper into thirds and design their cover on one side of the fold.
- Students should decide the topic headings that will appear on each page and also include material for the back cover.

The Fifty-five Framers

Baldwin, Abraham	Georgia
Bassett, Richard	Delaware
Bedford, Gunning	Delaware
Blair, John	Virginia
Blount, William	North Carolina
Brearley, David	New Jersey
Broom, Jacob	Delaware
Butler, Pierce	South Carolina
Carroll, Daniel	Maryland
Clymer, George	Pennsylvania
Davie, William R.	North Carolina
Dayton, Jonathan	New Jersey
Dickinson, John	Delaware
Ellsworth, Oliver	Connecticut
Few, William	Georgia
Fitzsimons, Thomas	Pennsylvania
Franklin, Benjamin	Pennsylvania
Gerry, Elbridge	Massachusetts
Gilman, Nicholas	New Hampshire
Gorham, Nathaniel	Massachusetts
Hamilton, Alexander	New York
Houston, William	Georgia
Houston, William C.	New Jersey
Ingersol, Jared	Pennsylvania
Jenifer, Daniel of St. Thomas	Maryland
Johnson, William Samuel	Connecticut
King, Rufus	Massachusetts
Langdon, John	New Hampshire
Lansing, John	New York
Livingston, William	New Jersey
Madison, James	Virginia
Martin, Alexander	North Carolina
Martin, Luther	Maryland
Mason, George	Virginia
McClurg, James	Virginia
McHenry, James	Maryland
Mercer, John Francis	Maryland
Mifflin, Thomas	Pennsylvania
Morris, Gouverneur	Pennsylvania
Morris, Robert	Pennsylvania
Paterson, William	New Jersey
Pierce, William	Georgia
Pickey, Charles	South Carolina
Pickney, Charles Cotesworth	South Carolina
Randolph, Edmund	Virginia
Read, George	Delaware
Rutledge, John	South Carolina
Sherman, Roger	Connecticut
Spaight, Richard Dobbs	North Carolina
Strong, Caleb	Massachusetts
Washington, George	Virginia
Williamson, Hugh	North Carolina
Wilson, James	Pennsylvania
Wythe, George	Virginia
Yates, Robert	New York

THE HAUDENOSAUNEE (IROQUOIS) AND THE U.S. CONSTITUTION: A "Whole Language" Lesson

Grace Anne Heacock

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LESSON OVERVIEW:

The focus of this unit is on the historical development of the Haudenosaunee and their influence on the U.S. Constitution. The Haudenosaunee (pronounced, hoo-dee-noh-SHAW-nee), or People of the Longhouse, were called Iroquois by the French. The English called them the Five Nations. Students will use reference materials and community resource people to discover the role this group of Native Americans played in the history of the United States. A research method for third graders, a modified "we-search" that nurtures the process of productive thinking using content-centered curricula, will be used. Students need to be familiar with the traditional story of the writing of the U.S. Constitution prior to this study.

RATIONALE:

In learning about the U.S. Constitution, it is important to consider the segments of the American population that were overlooked in the framing of the Constitution. Including the Haudenosaunee story in a study of the Constitution will help dissolve stereotypes about American Indians' intellectual abilities and their cultural and political values. Because the roles of Haudenosaunee women were equally powerful as the men, this study could be included in a study of women's issues.

GOALS:

The purpose of this unit is to enable students to research the historical development of the Haudenosaunee and their influence on early American leaders who wrote the U.S. Constitution. The unit further enables students to write about and share the story with others.

As a result of this unit, students will:

- identify major historical events of the Haudenosaunee that influenced the development of American democracy;
- develop skills in research, interviewing, mapping, writing, revising, and illustrating;
- develop appreciation for the values and intelligence of the Haudenosaunee, a group of Native Americans; and,
- enjoy the sharing of a new, more inclusive story of the U.S. Constitution with others.

GRADE LEVEL:

This lesson is appropriate for third through fifth grade students.

TIME TO COMPLETE:

Twelve days with the possibility of extending the unit into a more detailed study.

MATERIALS:

1. Haudenosaunee Background sheet
2. Audio-Conference Guide for Interviewing (See Appendix)
3. large paper and felt tipped pens for brainstorming and semantic mapping
4. computer or typewriter for typing story
5. paper and art supplies for making books
6. an abundance of children's history books available in the classroom to serve as examples of form, format, and illustrations
7. opaque projector
8. additional Iroquois resource materials available locally — hopefully you will have a film or filmstrip.

PROCEDURES/ACTIVITIES:

Prior to instruction in this unit, students have studied the need for rules in society. They have participated in a simulation in which only brown-eyed girls write rules for the classroom. A discussion follows where students' feelings about "How it felt to be left out," and "How it felt to leave others out," are discussed. Then, students review the traditional story about the writing of the U.S. Constitution.

1. **Day One** - Introduce the unit by asking students to brainstorm male, Euro-American contributions to the United States; then, brainstorm Native American contributions. Note how long it takes to generate each list. Brainstorm until no further contributions can be listed. Ask students why it is easier to think of white, male contributions to the United States than Indian contributions. Discuss the differences in the lists (physical vs. mental, art, values, etc.)

   Read a portion of the Haudenosaunee Constitution that is similar to the United States Constitution. Explain that a contemporary Haudenosaunee leader has explained that the Haudenosaunee created a federation of nations or tribes long before the American colonists. The confederation of states that was united under the Constitution into a federation may have been patterned after the Haudenosaunee league. However, credit for this model is given primarily to European cultures.

   If what this Haudensaunee says is true, we need to discover the real story and tell others. So, our class has been asked to research (find out all we can), write and illustrate a storybook, and share the book with others!

2. **Day Two** - Tell students that they are "off on an exciting adventure" - they are going to learn to conduct research. Help them understand the importance and usefulness of this skill. Each student should have a folder in which to collect information on the topic. The folders should be kept in their desks until the project is complete.

   Pass out Handout 1, Prediction Guide. Students guess at the answers in left column. After making all their predictions, the class reads Handout 2, Haudenosaunee Background Paper, to check how accurately they made predictions. The students write the correct answer found in the reading material in Handout 2. The correct answer is recorded in the blank space on the right. If the prediction made was the same as the information in the material, students circle the number of the statement. The entire class then discusses responses, and questions that may arise.

3. **Day Three** - Without using any printed material, ask the students to recall what they have learned about the Haudenosaunee that would be useful to include in the storybook.

   Using semantic mapping (see appendix for procedure), record their responses on a large sheet of paper with wide felt tipped pens. If they cannot recall specific details, place a question mark beside the statement. This can be checked later. If questions arise about information not covered in Handout 2, record the questions along the margin of the paper. These questions may help determine the next direction of the research.

   When all information has been recorded, have students take out their research folders to help them recall forgotten details.

4. **Day Four** - Prepare students for film or filmstrip. You may use films or filmstrips available in your district media center such as National Geographic filmstrip "American Indians of the Northeast". Ask students to listen for new information that would be important to include in the book.

   Notice, too, how things look in the pictures in the filmstrips. Students will illustrate their book. The illustrations should be as accurate as the printed information. As the class views the audiovisual, pause periodically. When new information is given, discuss which and how much information to write on their note paper. (This may be the first time third graders take notes.) Note important visual features—what were the people wearing, what did their houses look like, what was the land like, etc.

   Following the audiovisual viewing, use the same semantic mapping paper to record new information gained. Verify data and list additional questions as needed.

5. **Day Five** - Tell the class that they are going to get to talk to an expert on the Haudenosaunee Constitution on the telephone via audio-conferencing! Share background information on the expert to establish his credentials. Share a little about the logistics of such a call. (Directions come with the equipment for teachers who have not used the system previously). Explain how this important learning technique is used by others. Then prepare for the interview. Using semantic mapping on a clean sheet of paper, brainstorm all the questions you want to ask. Rank the questions in terms of importance and logical sequence.

   Depending on the number of questions, the number of microphones, and the skills and wishes of the students, let the class decide who will ask questions and who will record the responses. Explain that one answer may apply to several questions. Students need to be alert and know what to do it their question gets answered before they ask it.

Discuss telephone courtesy (say "yes," not "yeah", etc.) Remind students that we want to hear from the expert, so our conversation, while polite, will be brief.

6. **Day Six** - Practice audio-conferencing (with the actual equipment) in the room where the conference will be conducted. Get a colleague to pretend to be the expert in another room.

   Debrief the practice session. What did we like about the call? What questions do we have? What would we change?

7. **Day Seven** - Audio-conference with expert. Debrief the call using the original semantic mapping paper, adding informaiton.

   When everything has been recorded, ask if the story seems complete? If so, organization for writing will begin tomorrow.

8. **Day Eight** - (If possible have an adult and a computer in the classroom to type in the story as the children tell it.) With semantic mapping on the wall, discuss the entire story. Should anything be added? Should anything be left out? What should come first, second, . . . ? Record numbers for chronological order directly on mapping.

   When all information is numbered, begin by pointing to information numbered 1. "What should be said about this?" Call on a child whose hand is raised. Child says sentence. Teacher repeats the sentence if needed. Assisting adult types the sentence in the computer. Put a check on the semantic mapping to indicate that that information has been used. Continue in like manner until all information is used.

   Later do final editing and print out information.

9. **Day Nine** - Put a printout of the story on the opaque projector. Read over the story with the students. When finished, record on a large sheet of paper, "What we like" and "What we wonder about." Reach consensus on storyline revisions.

   Discuss possible illustrations for the story. Refer to storybooks with illustrations that the class has been considering. Black and white drawings will be appropriate if the book is not going to be in color. Notice how texture, shadows, etc. are created with pen.

   Teacher cuts story into parts appropriate for pages. Tape story line on blank page. Appropriate borders may be used. Make one copy of each page. Number the pages.

10. **Day Ten** - Distribute a page to each child for illustrating. If duplicate copies of the book are to be made, have the students make black line drawings for the master copy. As students complete illustrations, they may be given another page until the whole book is illustrated. As illustrations are turned in, attach pages to a story board so others may view the illustrations. Tell students that we will discuss the illustrations tomorrow. We will celebrate the wonderful job that all did and we will have a chance to make suggestions—not to be critical—but to be collectively wise and accurate! So as they look, take notes on what they really like about the book and questions they have.

11. **Day Eleven** - Take one illustration to model response. Show on screen with opaque projector. Teacher tells what s/he really likes about it. Allow students to add comments. Teacher asks a question for improvement, "Did you consider adding ....?", etc. Students may comment. Discuss illustrator ownership. The illustrator may or may not change his/her work based on the suggestions offered. Changes will be required if historical accuracy is involved. Teacher will be final editor for these.

    Go through all pictures. Clap and cheer! Return pictures and revise as necessary. Return illustrations to the board as they are completed. Give students some time to review and think about the story and illustrations.

    Make copies of the book as needed.

12 **Day Twelve** - Discuss method of coloring. Will book be laminated, single sided or double sided, etc.? Consider that felt tipped pens may bleed through the other side. Unlaminated crayon-colored pages may stick to previous page. Decide how many copies will be colored. Color illustrations.

    Bind copies of books. A laminated copy may be displayed on a large bulletin board in a quilt form. ("Piecing Together A Part of America's Past", etc.) and then later form a class book.

DEBRIEFING:

Because the class had studied the traditional history of the U.S. Constitution prior to the Haudenosaunee study, we made comparative timelines on the hall wall outside our classroom. As the Haudenosaunee pictures were added, the students were able to compare and contrast the histories. They noticed strengths and weaknesses of each, i.e. "I think we should have had clans too, so we would not have been so loyal to our states." "I wish women had been given a stronger role to play in Euro-American governments."

When we study Athabascan Native Alaskan history, we will add their timeline below the Haudenosaunee timeline. When we study Canada, we will bring the

Canadian timeline out of the Euro-American timeline when Canada and the colonies began tc see themselves as separate.

EVALUATION:

The evaluation will be based on the book itself. In addition students may be evaluated on their active involvement in the research and discussion of Iroquois history and influence on the United States.

TIPS FOR THE TEACHER:

- The students absorbed so much information that we ended up with three large semantic maps instead of one. Each one became a chapter. So our book has three chapters.
- We were able to get four Iroquois experts to serve as final editors of the student book. This opportunity gave the students contact with actual Iroquois historians who responded to their work.
- Students may be involved in the marketing of the book. Possibilities might include special showing and autographing at school library, story in the newspaper, etc. Students may check out the class copy to share with family.
- Appropriate gestures of appreciation should be made to all who assisted with the project.
- Lynne Reid Banks' books, *The Indian in the Cupboard* and *The Return of the Indian*, might be read to the class prior to or during the project. Compare and contrast the information given in the book with the research. Be prepared for some differences.

BIBLIOGRAPHY:

Books:

Banks, Lynne Reid, *The Indian in the Cupboard*, Avon Camelot, 1982. A nine-year-old boy receives a plastic Iroquois Indian, a cupboard, and a little key for his birthday and finds himself involved in adventure when the Indian comes to life in the cupboard and befriends him. (Some of the impressions of Iroquois in the book may be incorrect. The students were very perceptive as they compared and contrasted their research with this book.)

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ATTACHMENTS:

1. Prediction Guide
2. Background information paper
3. Great Law of Peace—Kaianerekowa (Constitution of the Haudenosaunee, Iroquois Confederacy)

PREDICTION GUIDE

Student Name: _____

PREDICTION GUIDE: Take a guess at the answers before you read. Show how much you already know about this subject.

SUBJECT: The Haudenosaunee (Iroquois) Constitution

Directions:

(1) On the line marked BEFORE READING, try to predict if the statement is true or false according to your own background and knowledge.

(2) After making all the predictions, then read the material to see how many of your predictions are correct. Write the correct answer according to the reading material on the DURING READING line.

(3) If your prediction on the BEFORE line is the same as your prediction on the DURING line, then circle the number of your statement.

BEFORE READING	DURING READING	
_____	_____	(1) The Haudenosaunee Constitution is older than the U.S. Constitution.
_____	_____	(2) When a decision was made everyone had to agree.
_____	_____	(3) Men nominated the Haudenosaunee chiefs.
_____	_____	(4) If a chief broke the law, the men could impeach him.
_____	_____	(5) To remember important events, the Haudenosaunee drew pictures on rocks.
_____	_____	(6) It was hard for the Council to make decisions because the chiefs were too loyal to their own nations.
_____	_____	(7) Ben Franklin was a friend of the Haudenosaunee people.
_____	_____	(8) It was easy to tell who was a chief because they were the richest.
_____	_____	(9) They thought men who were good speakers were weak. They ridiculed them.
_____	_____	(10) In the 1700's many White and Native Americans preferred to live by Indian ways.

HAUDENOSAUNNE BACKGROUND PAPER

This information, including quotations, is from Bruce E. Johansen's book, *Forgotten Founders: Benjamin Franklin, the Iroquois, and the Rationale for the American Revolution,* Gambit, 1982. Republished in 1987 by The Harvard Common Press, 535 Albany St., Boston, MA 02118.

THE HAUDENOSAUNEE (Iroquois), PEOPLE OF THE LONGHOUSE, AND THE U.S. CONSTITUTION

Occasional warfare between the Mohawks, Senecas, Oneidas, Cayugas, and Onondagas raged for generations. Somewhere between 1000 and 1450 A.D., Deganwidah, a Huron, had a vision or dream of how peace could be made. However, because he was not a member of the five warring nations and because he stuttered so badly that he could scarcely talk, he needed help to convince the nations of his plan. Hiawatha (not Longfellow's) agreed to speak for him.

After long negotiations with the leaders, peace was achieved through the constitution of the league, the Great Law of Peace (Kaianerekowa). It begins with the planting of the Tree of the Great Peace, the great white pine. The tree, and the principal council fire of the confederacy, were located on land of the Onondaga Nation; at the center of the confederacy, now Syracuse, New York.

The Great Law had checks and balances on the power of each nation against that of the others. Decisions had to be unanimous. If the decision of the "older brothers" (Senecas and Mohawks) disagreed with that of the "younger brothers" (Cayugas and Oneidas), the Onondagas were charged with breaking the tie. The Onondagas could refuse to agree to a decision made by the other four nations, and send it back for reconsideration. If the four nations again agreed to the decision, then the Onondagas had to agree.

(This decision-making process is somewhat like that of a two-house congress, with the "older brothers" and "younger brothers" each making a side of the house. The Onondagas acted somewhat like an executive, with a veto that could be overriden.)

The chief of the council were elected in two ways. At first they were nominated by the women of each family holding title to a chieftanship. Later chiefs were elected outside this hereditary system on the basis of their leadership qualities.

Chiefs served for life. To keep his office a chief had to abide by several rules. He had to care for all the people. He had to be unselfish. He could not commit murder. He had to be patient and pay attention to criticism from the people. An erring chief, after three warnings, would be removed if complaints continued and the erring chief did not improve his ways.

To keep one nation from seeking to dominate others and help insure that consensus would arise from decisions of the council, a system of clans was developed that overlapped each nation's political boundaries. The clans had such names as Bear, Turtle, Deer, Wolf, and Beaver. Each member of a clan was a relative of others of the same clan, even if they lived in different nations.

Checks and balances were also created between the sexes. Although the members of the Grand Council (Chiefs) were men, most of them were nominated by the women. Women also decided how to use the resources of the nations and hereditary rights descended from the mother's side of the family, not the father's.

Because of pressure from white settlers, the Tuscaroras moved northward about 1714 from what is presently the Carolinas to become the sixth national member of the confederacy. Anyone, regardless of race or nationality, who accepted the laws of the Great Peace could become a member of the confederacy and maintain citizenship elsewhere.

When non-Iroquoian nations were conquered, they could continue their own system of internal government if they accepted the Great Law and if they stopped making war on other nations. The Great Law guaranteed freedom of religion. No one could enter a person's home unless the occupant gave permission.

Although the Great Law was not written in English until the late 1800's, it was recorded on wampum belts. Wampum was used to record many other important events, such as contracts and other agreements. The wampum belts had sets of symbols used to retain and give meaning. When a subject is very important, the belt is very wide. If a Mohawk makes a promise to another, he gives one of these belts. His word is irrevocable. It is most important to keep your word.

The Haudenosaunee (pronounced, roughly, hoo-dee-noh-SHAW-nee) had no concept of private property. All shared the resources of the land and the tribe. Everything belonged to the women, except for the men's personal items like hunting gear. They had fewer temptations than Euro-Americans to become greedy for power or wealth.

The Great Law kept the peace among the Indian nations for centuries before the U.S. Constitution was written. The Great Law continues to keep the peace and to govern the Haudenosaunee.

HAUDENOSAUNEE (Iroquois) AND COLONIAL AMERICA

During the 1730's and 1740's, the British Crown decided that if it was to stop the French, it had to have the help of the Haudenosaunee. The Haudenosaunee were powerful because of their military strength, their role in the fur trade, their influence among other Indians and the Six Nations' geographical position. They controlled the most logical transportation route between the coast and the interior, a route along which the Erie Canal was built. The British envoys had to deal with the Haudenosaunee on their own terms, as distasteful as this may have been to some of the diplomats. They had to sit cross-legged around council fires many miles from cities (which Indian sachems refused to visit, fearing disease and alcohol as well as attacks). The British sent Colonial envoys to make agreements. One of the Colonial delegates was Benjamin Franklin.

The British and French envoys had to learn how wampum was used to make treaties. Wampum belts were used to record many important events, such as contracts and agreements. Later wampum was used by colonists as a medium of exchange (money). It had value in relation to deerskins, beaver pelts, and, later, to British coins. Fashioned from conch and clam shells in the shape of beads, wampum was sewn into intricate patterns on hides. Each design had a different meaning. Euro-American diplomats who came to council without a sufficient supply of wampum strands and belts to give, or who did not understand the message of the belts, could make or break alliances.

In 1736, Benjamin Franklin began publishing treaty accounts. During the next twenty-six years, Franklin's press produced thirteen treaty accounts. By the 1750's Franklin was an Indian commissioner. As his attention to Indian affairs grew, so did his advocacy of a federal union of the colonists as encouraged by Canassatego and other Haudenosaunee chiefs. In 1744 the Iroquois chief, Canassatego, told gathered Haudenosaunee and colonial commissioners:

"Our wise forefathers established union and amity between the Five Nations. This has made us formidable. This has given us great weight and authority with our neighboring Nations. We are a powerful Confederacy and by your observing the same methods our wise forefathers have taken you will acquire much strength and power; therefore, whatever befalls you, do not fall out with one another."

Ben Franklin also picked up ideas from the Haudenosaunee about natural rights, the nature of society and human's place in it, and the role of property in society.

"It would be a very strange thing if Six Nations of ignorant savages should be capable of forming a Scheme for such a Union and be able to execute it in such manner, as that it has existed for Ages, and appears indissoluble, and yet a like Union should be impracticable for ten or a dozen English colonies.

—Benjamin Franklin to James Parker, 1751.

By sending some of the most influential colonists to make agreements with the Haudenosaunee, the leading citizens of both cultures began to meet in friendly ways to learn from each other. The colonists were fascinated with the way the Haudenosaunee lived. Their fascination spread to Europe. The Haudenosaunee leaders were the servants of their people, unlike Euro pean kings. The Haudenosaunee sachems usually did not accumulate wealth while serving their people. In fact the chiefs were generally poorer than the common people, for they gave away more than they kept. Should they ever be suspected of selfishness, they could lose their authority. They had no jails. If prisoners accepted the Great Law, they were adopted. If prisoners did not accept the Great Law, they could be tortured to death.

When men returned from hunting, they turned everything they had caught over to the women. Every possession of the man except his horse and rifle belonged to the woman after marriage. She took care of their possessions and gave them to her husband as she thought he needed them. In addition, the women educated the children and taught them all that was important to Iroquois people.

The Haudenosaunee highly valued oratory (speaking skills). Their excellence with the spoken words caused many to compare the Haudenosaunee to the Romans and Greeks. The Haudenosaunee ended their speeches with the two words "hiro" and "kone". The first meant "I say" or "I have said" and the second was a word of joy or sorrow depending on the speech. The two words, joined together with a French pronunciation, became Iroquois.

The Iroquois called themselves Haudenosaunee or People of the Longhouse. The British referred to them as the Five Nations, or later, the Six Nations.

One way that the English kept the Haudenosaunee allegiance was through trade. Gift giving was used by the English to introduce to the Indians — and get them dependent on — English produce: metal knives, guns, powder, etc.

According to Ben Franklin, the Indian councils were conducted with great order and decency. The women were the recorders of the Council. They noticed exactly what happened, imprinted it in their memories, and communicated it to their children. "They preserve traditions of stipulations in treaties 100 years back; which, when we compare with our writings, we always find exact." When a speaker finished his talk, he was given time to think a few moments and to add anything that might have been forgotten. "To interrupt another, even in common conversation, is reckon'd highly indecent. All their government is by counsel of the sages; there is no force, there are no prisons, no officers to compel obedience, or inflict punishment." Indian leaders study oratory, and the best speaker had the most influence. Franklin used the Indian model as an example of government with a minimum of governance. This sort of democracy was government by public opinion and consensus-creating custom.

Franklin also compared the Indians' offers of free lodging and food for visitors to the customs of Euro-Americans. The Iroquois kept guest houses for travelers. He recounted a conversation by Chief Canassatego:

"If a white man, in travelling thro' country, enters one of our cabins, we treat him as I treat you; we dry him if he is wet, we warm him if he is cold, we give him meat and drink that he may allay his thirst and hunger; and we spread soft furs for him to rest and sleep on; we demand nothing in return. But, if I go to a white man's house in Albany, and ask for victuals (food) and drink, they say, 'Where is your money?' and if I have none, they say, 'Get out, you Indian Dog'!"

Many Euro-Americans seemed more than willing to become Indians, according to Ben Franklin:

"When an Indian child has been brought up among us, taught our language and habituated to our customs, yet if he goes to see his relations and makes one Indian Ramble with them, there is no persuading him ever to return. And that this is not natural (only to Indians), but as men, is plain from this, that when white persons of either sex have been taken prisoners young by the Indians, and lived awhile among them, tho' ransomed by their Friends, and treated with all imaginable tenderness to prevail with them to stay among the English, yet within a Short time they become disgusted with our manner of Life, and the care and pains that are necessary to support it, and take the first good Opportunity of escaping again into the Woods, from whence there is no reclaiming them."

Information obtained from a pamphlet by the Tree of Peace Society

GREAT LAW OF PEACE KAIANEREKOWA

of the Haudenausaunee, Iroquois Confederacy (Founded by the Great Peacemaker, 10th — 15th Century)

Opening Oration (Wampums 1,2,3)

I am, [the Peacemaker]...with the statesmen of the League of Five Nations, plant the Tree of Peace...Roots have spread out... their nature is Peace and Strength. We place at the top of the Tree of Peace an eagle... If he sees in the distance any danger threatening, he will at once warn the people of the League. If any man or any nation outside the Five Nations shall obey the laws of the Great Peace...they may trace back the roots to the Tree...[and] be welcomed to take shelter. The smoke of the Council Fire of the league shall ever ascend and pierce the sky so that other nations who may be allies may see the Council Fire of the Great Peace [the eternal flame of liberty at the center of the United Nations].

Wampum 9. Grand Council IO-X, TLL

Powers are Vested in the Elder Brothers and Younger Brothers

I. All the business of the Five Nations Confederate Council shall be conducted by the combined bodies of the Confederate [Chief Statesmen]. First the question shall be passed upon by the Mohawk and Seneca [Chief Statesmen - the Elder Brothers], then it shall be discussed and passed by the Oneida and Cayuga [Chief Statesmen, who later added the Tuscarora, thus the Confederacy became th Six Nations].

Wampum I7. Grand Council Selection of Chief Statesmen

1. The right of bestowing the title [of Chief Statesman] shall be hereditary in the family'...the females of the family have the proprietary right to the [Chief Statesmanship] title for all time to come...(thus the women nominate the chiefs who hold office as long as the women judge him to be fulfilling his responsibility.

Qualifications of Chief Statesmen

Wampum 27. All [Chief Statesmen] of the Five Nations Confederacy must be honest in all things...men possessing those honorable qualities that make true royaneh [chief statesmen, literally "noble leaders who walk in greatness"]. [There are no age limits, but statesmen with a family and are citizens of one of the Five, now Six Nations, with exception to the Pine Tree Chief. The clan mothers and women evaluate who is qualified to be a chief statesman.]

Wampum 53. When the Royaneh women, holders of a [chief statesman] title, select one of their sons as a candidate, they shall select one who is trustworthy, or good character, of honest disposition, one who manages his own affairs, supports his own family, if any, and who has proven a faithful man to his Nation.

Apportionment of Chief Statesmen

[The number of Chief Statesmen was set by the Peacemaker, not apportioned by population. No direct taxes existed. Slavery was illegal. The idea of some people being considered less than whole was foreign

U.S. Constitution

Constitution of the United States (In Convention, September I7, I787)

Preamble

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Article I. Legislative Department Section I. Congress

Powers are Vested in Senate and House

I. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. House of Representatives Election of Representatives

I.The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the Legislature.

Qualifications of Representatives

2. No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state which he shall be chosen.

Apportionment of Representatives

3. Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, which shall be determined by adding to their whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons.

The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Caroline five and Georgia three. (This clause has been superceded, so far as it relates to representation by Section 2 of the Fourteenth Amendment to the Constitution.) Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the Legislature thereof, is denied to

and never accepted.
Note "Indians not taxed" were considered separate, a status still widely asserted and defended.]

"According to the great immutable law the Iroquois confederate council was to consist of fifty rodiyaner (civil chiefs) [or Chief Statesmen]" (Parker, p. 10):

Elder Brothers:

Onondaga [Many Hill Nation] — 14
Mohawk/Ka-nin-ke-a-ka
[People of the Flint] — 9
Seneca — 8

Younger Brothers:

Oneida [People of the Standing Stone — 9
Cayuga [People of the Pipe] — 10
Tuscarora added in 18th cen.

Number of Chief Statesmen: 50

[Tuscarora, Delaware, Saponi, Tutelo and Nanticoke speak through the Younger Brothers]

Vacancies

Wampum 19. When the [Chief Statesman] is deposed [or vacates position] the women shall notify the [Grand Council] through their [runner of their clan], and the [Grand Council] shall sanction the act. The women will then select another of their sons as a candidate and the [Chief Statesmen]

Chiefs of the Grand Council — Speaker of the Grand Council

Wampum 14. When the Council of the Five [Six] Nations [Chief Statesmen] convene, they shall appoint a speaker for the day. He shall be a [Chief Statesman] of either the Mohawk, Onondaga or Seneca Nation. The next day the Council shall appoint another speaker, but the first speaker may be reappointed if there is no objection, but a speaker's term shall not be regarded more than for the day.

Chiefs of the Grand Council — Impeachment

Wampum 19. If at any time it shall be manifest that a [Chief Statesman] has not in mind the welfare of the people or disobeys the rules of this Great Law, the men or the women of the Confederacy, or both jointly, shall come to the Council and upbraid [unseat] the erring [Chief Statesman] through [a man who has no pity].

Wampum 5. The Elder Brothers
Number of Chief Statesmen

The Council of the Mohawk shall be divided into three parties [each has 3 chiefs totalling 9 chiefs] [The Council of the Seneca shall be divided into 4 parties [each has 2 chiefs totalling 8 chiefs].
[Together, the Mohawk and Seneca parallel the Senate. The chiefs are chosen by the women and hold the position as long as they serve faithfully. Each has an equal voice, but decisions are formed by consensus.]

Clans and Consanguinity

Wampum 42. Among the Fve Nations and their posterity there shall be the following original clans: Great Name Bearer, Ancient Name Bearer, Great Bear, Turtle, Painted Turtle, Standing Rock, Large Plover, Little Plover, Deer, Pigeon Hawk, Eel, Ball, Opposite-Side-of-the-Hand, and Wild Potatoes. These clans distributed through their respective Nations, shall be the sole owners and holders of the soil of the country and in them is it vested as a birthright. (94-XI, EUC).

any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Vacancies

4. When vacancies happen in the representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

Officers of the House -- Speaker of the House

5. The House of Representatives shall choose their Speaker and other officers;

Officers of the House -- Impeachment

and shall have the sole power of impeachment.

Section 3. The Senate
Number of Senators

I. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six years; and each Senator shall have one vote.
(Superseded by Amendment XVII) Proposed May 13, 1912; ratified April 8, 1913; certified May 31, 1913.

Classification of Senators

2. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one third may be chosen every second; and if vacancies happen by resignation, or otherwise during the recess of the Legislature of any State, the executive thereof may make temporary appointments until the next meeting of the Legislature, which shall then fill such vacancies.
(modified by Ammendment XVII)

Qualification of Senators

3. No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

President of Senate

4. The Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

Officers of Senate

5. The Senate shall choose their other officers, and also a President pro Tempore, in the absence of the Vice President or when he shall exercise the office of President of the United States.

Trial of Impeachment

6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried the Chief Justice shall preside;

Haudenausaunee delegates meet with American representatives to discuss the Great Law of Peace, circa 1776.

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Wampum 44. The lineal descent of the people of the Five Nations shall run in the female line.

Women shall be considered the progenitors of the Nation. They shall own the land and the soil.

Men and women shall follow the status of the mother. (60-LX, TLL).

Wampum 45. The women heirs of the Confederate [Chief Statesman] titles shall be called Royaneh (Noble) for all time to come. (61-LXI, TLL).

Wampum 46. The women of the Forty Eight (now fifty) Royaneh families shall be the heirs of the Authorized Names for all time to come.

Wampum 35. Election of Pine Tree chiefs — Should any man of the Nation assist with special ability or show great interest in the affairs of the nations, if he proves himself wise, honest and worthy of confidence, the Confederate [Chief Statesmen] may elect him to a seat with them and he may sit in the Confederate Council. He shall be proclaimed a *Pine Tree sprung up for the Nation* and be installed as such at the next assembly for the installation of the [Chief Statesmen]. (LXVIII-68,TLL).

Qualifications of Chief Statesman

Wampum 24. The [Chief Statesmen] of the Confederacy of the Five Nations shall be mentors of the people for all time. The thickness of their skin shall be seven spans — which is to say that they shall be proof against anger, offensive actions and criticism.

Their hearts shall be full of peace and good will and their minds filled with a yearning for the welfare of the people of the Confederacy. With endless patience they shall carry out their duty and their firmness shall be tempered with a tenderness for their people. Neither anger nor fury shall find lodgement in their minds and all their words and actions shall be marked by calm deliberation. (33-XXXIII, TLL).

Wampum 27. All [Chief Statesmen] of the Five Nations must be honest in all things. They must not idle or gossip, but be men posessing those honorable qualities that make the true royaneh. It shall be a serious wrong for anyone to lead a [Chief Statesmen] into trivial affairs, for the people must ever hold their Lords high in estimation out of respect to the honorable positions. (45-XLV, TLL).

Speaker of the Grand Council

Wampum 14. When the Council of the Five [Six] Nation [Chief Statesmen] shall convene they shall appoint a speaker for the day. He shall be a [Chief Statesman] of either the Mohawk, Onondaga or Seneca Nation.

Chief Statesmen of the Elder Brothers

Wampum 3. To you Adodarhoh, the Onondaga cousin [Chief Statesmen], I have entrusted the caretaking and the watching of the Five Nations Council Fire.

Trial of Impeachment

Wampum 19. If at any time it shall be manifest that a [Chief Statesman] has not in mind the welfare of the people or disobeys the rules of this Great Law, the men or the women of the Confederacy, or both jointly, shall come to the Council and upbraid the erring [Chief Statesman] has not in mind the welfare of the plaint of the people through the War Chief is not heeded the first time it shall be uttered again and then if no attention is given a third complaint and warning shall be given. If the [Chief Statesman] is still disobedient the matter shall go to the council of War Chiefs. (66 — LXVI, TLL).

And no person shall be convicted without the concurrence of two-thirds of the members present.

Judgment on Conviction of Impeachment

7. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

Section 4. Election of Senators and Representatives -- Meetings of Congress

Election of Members of Congress

1. The times, places and manner of holding elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators.
(See Amendment XX)

Congress to Meet Annually

2. The Congress shall assemble at least once in every year and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.
(Changed to January 3d by Amendment XX)

Section 5. Powers and Duties of Each House of Congress

Sole Judge of Qualifications of Members

1. Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business, but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and undersuch penalties as each House may provide.

Rules of Proceedings -- Punishment of Members

2. Each House may determine the rules of its proceedings, punish its members for disorderly behaviour, and with the concurrence of two-thirds, expel a member.

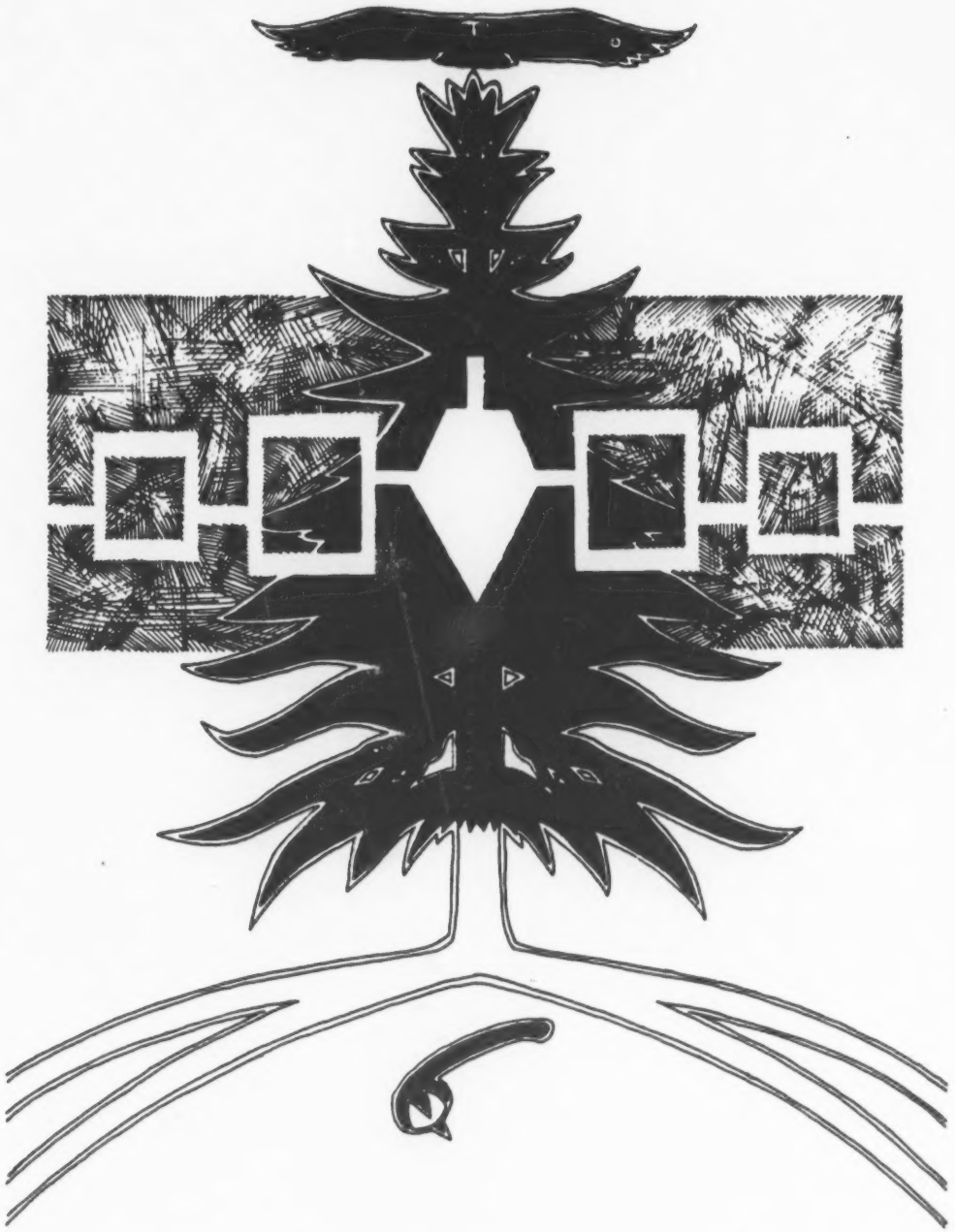
Journals

3. Each House shall keep a Journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgement require secrecy; and the yeas and nays of the members of each House on any question shall, at the desire of one-fifth of those present, be entered on the Journal.

Adjournment

4. Neither House, during the session of Congress, shall without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

Section 6. Compensation,



The Tree of Peace symbolizes the Great Law which "pierces the sky" for all nations to see. The four white roots extend to the farthest parts of the earth; beneath the tree are buried all weapons of war while the eagle watches for approaching dangers. The Allonwatha wampum belt signifies the binding together of the five original Haudenausaunee nations.

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Judgement on the Conviction of Impeachment

Wampum 19 (cont.). The War Chiefs shall then divest the erring [Chief Statesman] of his title by order of the women in whom the titleship is vested. When the [Chief Statesman] is deposed the women shall notify the Confederate [Chief Statesmen] through their War Chief, and the [Chief Statesmen] shall sanction the act. The women will then select another of their sons as a candidate and the [Chief Statesmen] shall elect him. Then shall the chosen one be installed by the Installation Ceremony. (123-XLI, EUC, Cf. 42-XLII).

When a [Chief Statesman] is to be deposed, his War Chief shall address him as follows:

"So you, _____, disregard and set at naught the warnings of your women relatives. So you fling the warning over your shoulder to cast them behind you.

"Behold the brightness of the Sun and in the brightness of the Sun's light I depose you of your title and remove the sacred emblem of the [Chief Statesmanship] title. I remove from your brow the deer's antlers to the women whose heritage they are."

The War Chief shall now address the women of the deposed Lord and say:

"Mothers, as I have now deposed your [Chief Statesman], I now return to you the emblem and the title of Chief Statesmanship], therefore repossess them."

Again addressing himself to the deposed [Chief Statesman] he shall say: "As I have now deposed and discharged you so you are now no longer [Chief Statesman]. You shall now go your way alone, the rest of the people of the Confederacy will not go with you, for we know not the kind of mind that possesses you. As the Creator has nothing to do with wrong so he will not come to rescue you from the precipice of destruction in which you have cast yourself.

You shall never be restored to the position which you once occupied."

Then shall the War Chief address himself to the [Chief Statesmen] of the Nation to which the deposed [Chief Statesman] belongs and say:

"Know you, my [Chief Statesmen], that I have taken the deer's antlers from the brow of _____, the emblem of his position and token of his greatness."

The [Chief Statesmen] of the Confederacy shall then have no other alternative than to sanction the discharge of the offending [Chief Statesman] (42-XLII, TLL).

Election of Elder and Younger Brothers — Meetings of the Grand Council

Election of Members of the Grand Council

Wampum 54. When a [Chief Statesmanship] title becomes vacant through death or other cause, the Royaneh women of the clan in which the title is hereditary shall hold a council and shall choose one among their sons to fill the office made vacant.

Such a candidate shall not be the father of any Confederate [Chief Statesman]. If the choice is unanimous the name is referred to the men relatives of the clan. If they should disapprove it shall be their duty to select a candidate from among their own number. If then the men and women are unable to decide which of the two candidates shall be named, then the matter shall be referred to the Confederate [Chief Statesmen] in the clan. They shall decide which candidate shall be named. If the men and the women agree to a candidate his name shall be referred to the sister clans for confirmation. If the sister clans confirm the choice, they shall refer their action to their Confederate [Chief Statesmen] who shall ratify the choice and present it to their cousin [Chief Statesmen] and if the cousin [Chief Statesmen] confirm the name then the candidate shall be installed by the proper ceremony for the conferring of [Chief Statesmanship] titles. (65-LXV, TLL).

Grand Council to Meet Whenever There is a Need

Wampum 3. When there is any business to be transacted and the Confederate Council is not in session, a messenger shall be dispatched either to Adodarho, Hononwirehtonh or Skanawatih, Fire Keepers, or to their War Chiefs with a full statement of the case desired to be considered.

Then shall Adodarhoh call his cousin (associate) [Chief Statesmen] together and consider whether or not the case is of sufficient importance to demand the attention of the Confederate Council. If so, Adodarhoh shall dispatch messengers to summon all the Confederate [Chief Statesmen] together to assemble beneath the Tree of the Long Leaves...(4-IV, TLL).

Powers and Duties of Each Nation of the Grand Council

Sole Judge of Qualifications of Members

Wampum 17. A bunch of a certain number of shell (wampum) strings each two spans in length shall be given to each of the female families in which the [Chief Statesmanship] titles are vested.

The right of bestowing the title shall be heredity in the family of females legally possessing the bunch of shell strings and the strings shall be the token that the females of the family have the proprietary right to the [Chief Statesmanship] title for all time to come, subject to certain restriction hereinafter mentioned. (59-LIX,TLL).

Wampum 18. If any Confederate [Chief Statesman] neglects or refuses to attend the Confederate Council, the other [Chief Statesmen] of the Nation of which he is a member shall require their War Chief to request the female sponsors of the [Chief Statesmen] so guilty of defection to demand his attendance of the Council. If he refuses, the women holding the title shall immediately select another candidate for the title.

No [Chief Statesman] shall be asked more than once to attend the Confederate Council. (30-XXX, TLL).

Rules of Proceedings — Punishment of Chief Statesmen

Wampum 52. The Royaneh women, heirs of the [Chief Statesmanship] titles, shall should it become necessary, correct and admonish the holders of their titles. Those only who attend the Council may do this and those who do not shall not object to what has been said nor strive to undo the action (63-LXIII, TLL).

Wampum Records

Wampum 23. Any [Chief Statesman] of the Five (Six) Nations Confederacy may construct shell strings (or wampum belts) of any size or length as pledges or records of matters of national or international importance.

When it is necessary to dispatch a shell string by a War Chief or other messenger as the token of a summons, the messenger shall recite the contents of the string to the party to whom it is sent.

That party shall repeat the message and return the shell string and if there has been summons he shall make ready for the journey.

Any of the people of the Five (Six) Nations may use shells (or wampum) as the record of a pledge, contract or an agreement entered into and the same shall be binding as soon as shell strings shall have been exchanged by both parties. (32-XXXII, TLL).

Footnote:

1. Family—Clan

GET INVOLVED IN AN AMERICAN LEGACY — Constitution Week

Myrtle Rose

Allen Elementary School
Columbus, Georgia

LESSON OVERVIEW:

The week designated as Constitution Week is a special time in American history when the nation focuses on citizenship and patriotism. This time commemorates the signing of the Constitution on September 17, 1787. The primary objective of this commemoration is to educate the public about the Constitution. The plans in this lesson are suggestions on how a school might participate in this week-long observance.

GOALS:

As a result of this lesson, students will involve the entire school in some form of celebration and generate enthusiasm so that by September 16, all students will be exuberant over the possiblity of participating in such an exciting occasion.

GRADE LEVEL:

This lesson is appropriate for students in grades kindergarten through twelfth grade with emphasis on students in kindergarten through sixth grade.

MATERIALS AND OUTSIDE RESOURCES:

1. Individual copies of the Constitution of the United States. These may be obtained by writing to:

   Commission on the Bicentennial
   of the United States Constitution
   808 Seventeenth Street, NW
   Washington, DC 20006

2. Suggested activities for Constitution Week:

   a. Get local judges, lawyers, and political leaders to speak about the Constitution.

   b. Get civic and community leaders to speak about women's history, ethnic history, immigration, veterans service.

   c. Ask naturalized citizens to speak about their experiences in other countries and the naturalization process.

   d. Hold a "news broadcast" daily on the Constitution. Trace historical events, simulate discussions between Constitutional characters and interviews with local citizens and present editorials.

   e. Create bulletin boards focusing on the Constitution, the Framers, rights and responsibilities of citizenship, or the three branches of government.

   f. Display books on the Constitution, the Framers, and places and events that shaped the Constitution.

   g. Have a mock trial to illustrate court procedures.

   h. Have a Constitutional play.

   i. Request a mayor's proclamation for presentation during Constitution Week.

   j. Have the U.S Constitution published in local newspaper; encourage articles and editorials on the Constitution.

   k. Encourage former students who play the drums to lead the school in a parade around the halls, school, flagpole.

   l. Hold discussions about the six goals of the Constitution listed in the Preamble and the freedoms guaranteed by the Constitution and the Bill of Rights. Identify ways these freedoms are enjoyed and discuss civic responsibility as it applies to school, work, civic group, neighborhood, city, state and nation. Identify and discuss civic problems like pollution, drug abuse, crime and the homeless.

   m. Visit local courts, town meetings, legislative offices and government agencies in your area.

   n. Create a historical pictorial map of the United States during the Founding Period; highlight events related to the Constitution and early government.

   o. Integrate lessons on the Constitution involving language arts, social studies, art, music, math

and science; consider essay, art and photographic projects to enrich and enhance the program.

p. Show films on the Constitutional Convention, the branches of government, and the role of the citizens.

q. Prepare ringing of bells to commemorate signing at 4:00 p.m. EDT.

PROCEDURES:

1. Each person and each grade level in the school will have the responsibility of making this week a most memorable one. Each grade level is assigned a task to be completed in time to use during the celebration. A parade will be conducted through the school. The K-sixth grade children will follow the drum major to the flagpole. The flag will be raised, balloons will be released, and the bells will sound.

2. **Kindergarten:**
With strips of red, white, and blue paper, these students will make a chain or garland. When finished, they will hang it up and down the halls. During the parade, the garland will be held by the students.

3. **First Grade:**
To reinforce the significance of the stars and stripes of the American flag, these students will make an individual flag to carry in the parade. Congress on June 4, 1777, adopted the following resolution:

"Resolved that the flag of the thirteen United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white on a blue field."

The significance of the colors was defined thus: "White signifies Purity and Innocence; Red, Hardiness and Valor; Blue, Vigilance, Perseverance and Justice." Francis Hopkinson, signer of the Declaration of Independence and a member of the Continental Congress, designed it. Betsy Ross, a flag maker from Philadelphia, is credited with making the first flag.

Materials Needed for the Flag:

1 8" x 12" white paper
7 12" x ½" red strips of paper
1 6" x 5" blue paper
Package of stars
Glue

Procedure:

(1) Glue one strip of red paper to bottom of white paper and top of white paper.

(2) Place the remaining strips equally distant apart on the white paper.

(3) Glue the red remaining red strips.

(4) Glue blue piece of paper in upper left hand corner. (It will cover part of the red strips.)

(5) Place stars on the blue paper with six stars on the first row and five stars on the second row. Continue in this manner for five rows of six and four rows of five stars.

4. **Second Grade:**
Make a poster with historical pictures of the flag, George Washington, James Madison, the American eagle, Uncle Sam, the U.S. Capitol, the president, Liberty Bell, and other patriotic symbols. Make a collage to carry in the parade.

5. **Third Grade:**
Make a likeness of yourself from butcher paper. Cut it out, and stuff it with newspaper or tissue paper. Then dress figure as a child during colonial times might dress. This information can be researched in the library.

Procedure:

(1) Take a long sheet of butcher paper twice the size of the student.

(2) Fold the paper into two equal sections.

(3) Have the student lie down on the paper and trace around the student's body.

(4) Cut both pieces together.

(5) Staple around the cutout.

(6) Stuff the cutout with cotton, tissue paper, or newspaper.

(7) Draw in the student's features.

(8) Dress the figure in colonial clothing.

(9) Use yarn or a wig for hair.

(10) Carry your colonial twin during the parade.

6. **Fourth:**
Make a political poster or banner of your state. Illustrate important people like Abraham Baldwin and Williams Few who signed the Constitution, important events (Georgia was fourth to ratify the Constitution), and the founding and development of your state in 1787. Mount the poster on a stick for carrying during the parade.

7. **Fifth:**

a. Prepare one-minute broadcasts about events leading to the writing of the Constitution. Read those aloud on the PA system each morning during Constitution Week. Lead the school in saying the Pledge of Allegiance and in reading the Preamble to the Constitution each morning.

b. Make individual "First Flags" or a replica of the Betsy Ross Flag.

Procedure:
Same as first grade except place thirteen stars in a circle on the field of blue. Place brace behind flag so it can be carried in our parade.

Learn a "Constitution Rap" that can be recited at the celebration.

8. **Sixth:**
These students will raise the flag at the flagpole. Make a large banner with patriotic themes on it. The Preamble could be included. The Statue of Liberty could also be included. This will be carried by students during the parade.

9. **Other School Personnel:**

a. **Librarian:** Prepare a book display on the Constitution. Read aloud stories related to our early history. Make "We the People" bookmarks to be distributed during the week. Invite storytellers to read or tell about important people like Betsy Ross, George Washington, Benjamin Franklin. Have "Our Constitution" video available for all to see.

b. **Art Teacher:** Produce mural illustrating the sequence of events leading to the signing of the Constitution including people, places, and events of historical significance. Make bumper stickers, decorate bulletin boards and hallways or make hornbooks for everyone.

c. **Music Teacher:** Sing patriotic songs each day during the week. Teach everyone one song he/she will be able to sing during the parade.

d. **Physical Education Teacher:** Teach the following games played during the 1700's:
(1) **Thread the needle.** Age group five to twelve year olds. Participants: any number, but at least ten. **Directions:** Each person holds hands with the person next to him/her in a line. All recite, "How many miles to Babylon? Three score and ten. Can I get there by candlelight? Yes, and back again. Then open the gates without more ado and let King Charles and his knights pass through." The player at one end of the line and the person next to him/her raise their two hands high to form an arch, through which the entire line ; this repeats, with the whole grouping threading past each child. The players change places so everyone successively becomes the "eye."

(2) **I See You.** Age group five to twelve year olds. Participants: Any number but at least ten. Directions: Everyone is in a circle with "IT" blindfolded in the center. The leader points to someone in the circle who sees how quietly he/she can approach "IT" without being heard. "IT" listens and if "IT" points in the direction of the person approaching and says, "I see you," the person has to sit down right there. The closest one to "IT", after ten players have tried, will be the new blindfolded "IT".

e. **Principal:** As students are able to recite the Preamble, the principal will record their names on a big chart in the cafeteria and award "I memorized" certificates.

f. **Secretary:** These individuals should wear a straw hat with a red-white-and blue band. They will answer all questions about what is going on in the school, and keep everyone supplied with materials.

g. **Custodians:** They will help students set up their displays in preparation for the big parade.

h. **Everyone:** Must wear red, white, or blue during week, especially on parade day. Everyone will march behind the drummers during the parade; they will help decorate the classroom door for a prize; they will say the Pledge of Allegiance and recite the Preamble to the Constitution together each morning at 8:45. Everyone will release red, white, and blue helium-filled balloons with the name of the school, address, and name of the child attached to the string of the balloon.

i. **Cafeteria:** Menu for Constitution Day: Hamilton Ham, Madison Macaroni and Cheese, Franklin Tossed Salad, Washington Applesauce, hot rolls with butter.

TIPS FOR THE TEACHER:

With each grade level participating each day of Constitution Week, everything seems to just "gel". Having a senior high drum section in uniforms to lead our parade helped considerably. The mayor and the school superintendent marched at the end of our parade. As guests, we had members of the Board of Education, consultants, political candidates and interested parents.

As the balloons ascended everyone cheered, "Happy Constitution Day" because, indeed it was!

A MULTI-DISCIPLINARY APPROACH TO PRINCIPLES OF THE CONSTITUTION

Johanna Leda

J.F. Kennedy School
South Bend, Indiana

LESSON OVERVIEW:

Using the whole language approach, this lesson incorporates books centered around the following themes: equality, power, justice, property and liberty. Students will work in groups to complete the following activities: 1) read and highlight the theme of the books 2) find supporting details to support the consensus 3) find the article in the Constitution or Bill of Rights that the book demonstrates and 4) select an activity such as role play, mural drawing, or mobile construction that reflects the theme of their book. This is an interdisciplinary approach to the study of the Constitution, and presupposes prior study of the Constitution.

GOALS:

As a result of this lesson, students will:

- practice finding the main idea or theme and identify supporting details;
- examine values with respect to the rights of individuals and Constitutional law;
- use and apply critical thinking skills;
- demonstrate an understanding of the Constitution and Bill of Rights;
- learn to work together as a group.

GRADE LEVEL:

This lesson is appropriate for upper elementary students.

MATERIALS AND OUTSIDE RESOURCES:

1. copies of the Constitution and Bill of Rights
2. art supplies: chart paper, markers, pencils
3. sets of books for each theme (suggested titles included)

PROCEDURES:

1. Divide students into five groups of equal number.
2. Explain to the students that they are all going to be reading a different book; however, everyone in their group will have books with the same theme or main idea.
3. Each individual should read his/her book within one week. If some finish earlier, they may exchange books with others within their group.
4. At the end of one week, allow a class period for the students to discuss the books in their groups and decide what general theme/main idea the stories have in common.
5. During the next class period, the groups meet and collectively decide to which article of the Constitution or Bill of Rights their theme relates. They list this on chart paper, along with the titles of their books and supportive details from each book. (This may take two or more class periods, dependent on length of class period. Allow students time as needed. Give assistance where necessary.)
6. When each group has finished the above steps, have the group decide how they are going to present their themes to the entire class. They may do this in any way they agree to: mural, skit, video, computer game, puppets, role play, etc. (This may take several class periods to prepare, depending on the complexity of their project.)
7. Have students present their project to other groups.

TIPS FOR THE TEACHER:

1. It is important to keep the students "on task" by constantly monitoring groups and noting their progress.
2. Sometimes it is necessary to help them compromise on an issue on which they may have reached an impasse.
3. Deadlines are important to avoid procrastination.
4. Evaluation of each student's participation can be observed during group monitoring and group presentations.
5. It is possible to repeat the lesson by rotating different sets of books assigned to different groups.
6. All books will not have the same readability level. Therefore, some students may read more books than others in the group.
7. Students may elect to read their books together.
8. It is difficult to identify a specific length of time for the different procedures because of the uniqueness of each class.
9. You may wish to assign only one or two themes at a time and have the entire class work in small groups of four or five.

SUGGESTED READING LIST

EQUALITY:

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Bailey, Carolyn Sherwin. *Flickertail*. Walck, Inc., 1962.

Blume, Judy Sussman. *Freckle Juice*. Four Winds Press, 1971.

Clayton, Edward Taylor. *Martin Luther King: The Peaceful Warrior*. Prentice Hall, Inc., 1964.

DeAngeli, Marguerite Loefft. *Bright Angel*. Doubleday & Co., Inc., 1946.

DeJong, Meindert. *The Little Crow and The Turtle*. Harper and Row, 1955.

Distad, Audree. *Dakota Sons*. Harper & Row, 1972.

Felton, Harold Williams. *James Weldon Johnson*. Dodd, Mead & Co., 1971.

Fritz, Jean. *Brady*. Coward-McGann and Geoghan, Inc., 1960.

Haugaard, Kay. *Myeko's Gift*. Abelard-Schuman Ltd., 1966.

Heide, Florence Parry. *Sound of Sunshine, Sound of Rain*. Parents Magazine Press, 1970.

Hunter, Edith Fidher. *Child of the Silent Night*. Houghton Mifflin Co., 1963.

Jordan, June. *Fannie Lou Hamer*. Thomas Y. Crowell, 1972.

Kim, Young-Ik. *Blue in the Seed*. Little Brown, 1964.

Lewiton, Mina. *Candita's Choice*. Harper & Row, 1959.

Lexau, Joan M. *The Trouble with Terry*. Dial Press, Inc., 1962.

Means, Florence. *Carver's George: A Biography of George Washington Carver*. Houghton Mifflin, 1952.

Meriweather, Louise. *Don't Ride on the Bus Monday: The Rosa Park's Story*. Prentice-Hall Inc., 1973.

Merriam, Eve. *Boys and Girls, Girls and Boys*. Holt, Rinehart & Winston, 1972.

Neville, Emily Cheney. *Berries Goodman*. Harper & Row, 1965.

Norris, Gunilla Brodde. *A Feast of Lights*. Alfred A. Knopf, 1967.

Osborne, Maurice. *Ondine: The Story of a Bird Who Was Different*. Houghton Mifflin, 1960.

Robinson, Jackie and Alfred Duckett. *Breakthrough to the Big League: The Story of Jackie Robinson*. Harper & Row, 1965.

Sorenson, Virginia. *Plain Girl*. Harcourt Brace Jovanovich, 1955.

Sterling, Dorothy. *Lift Every Voice*. Doubleday, 1959.

Sterling, Dorothy. *Mary Jane*. Doubleday, 1959.

POWER:

Church, Richard. *Five Boys In a Cave*. John Day Co., 1951.

Clayton, Edward Taylor. *Martin Luther King: The Peaceful Warrior*. Prentice Hall Inc., 1964.

Cleary, Beverly Bunn. *Beezus and Ramona*. William Morrow Co., Inc., 1961.

Conta, Marcia Maher and Maureen Reardon. *Feelings Between Kids and Parents*. Rainbow Pub., 1974.

Fitzburgh, Louise. *Harriet the Spy*. Harper & Row, 1964.

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I PLEDGE ALLEGIANCE TO THE . . . WHAT?!?

Debra Blumberg Drossner

Dunbar School
Philadelphia, Pennsylvania

LESSON OVERVIEW:

This lesson demonstrates a multidisciplinary approach to experiencing loyalty and patriotism. The students will learn how to recite the Pledge of Allegiance and will develop an understanding of the meaning of the words recited. They will understand that respect for our flag is symbolic of respect and loyalty to our country.

The students will experience another method of showing patriotism through learning about community helpers in 1787. They will re-enact Pennsylvania's Ratification Procession of July 1788. Lining up in order of specified occupations, the students will march in a parade to demonstrate their patriotism.

The children should have a previous understanding of the need of rules and responsibilities. They should have participated in developing class rules or in constructing a class constitution.

GOALS:

As a result of this lesson, students will demonstrate their ability to:

- remember facts;
- follow directions;
- identify patriotic symbols and actions;
- think critically by sequencing words and events and making decisions;
- think creatively and imaginatively.

GRADE LEVEL:

This lesson is appropriate for lower Elementary, Grades K-1.

TIME TO COMPLETE:

Each day's activities should range from twenty-five to thirty minutes.

BACKGROUND:

Frances Bellamy, the author of the Pledge of Allegiance, remains largely unknown. The Pledge was first published in September, 1892, in *Youth Companion* magazine to help promote patriotism and national pride. For years it had been credited to the magazine's editor, James Bailey Upham. The Pledge of Allegiance was published to encourage the nation's school children to recite a tribute to the flag on America's 400th birthday, based on the date of Columbus's discovery. This concept was initiated by Upham. His mission was to revive old-fashioned Americanism by educating school children on the meaning of the flag.

Francis Bellamy contacted President Benjamin Harrison and requested that October 12 be declared a public holiday in honor of the discovery of America. Bellamy insisted that more than a flag salute, " . . . we need a vow of loyalty, a warm, human pledge of allegiance, based on what the flag stands for." Our flag is a reminder of what this nation is and who its people are. It is the most visible symbol of freedom in the world. As PNC Alvin M. Owsley wrote: "Other flags mean a glorious past; this flag, a glorious future. It is not so much the flag of our fathers as it is the flag of our children, and of all children's children yet unborn. It is the flag of tomorrow."

This information was derived from the following sources:

— Comer, John P. "Our flag: the world's most visible symbol of freedom." *American Legion Magazine* June 1988.

— Haviland, Jim. "Father of the pledge." Kansas City *Veterans of Foreign Wars Magazine*, June 1987.

MATERIALS AND OUTSIDE RESOURCES:

The following items are needed to complete the suggested activities:

1. Handout 1, Pledges of the Girl Scouts of America and the Boy Scouts of America
2. Handout 2, Pledge of the Philadelphia Police Athletic League
3. Handout 3, Pledge of Allegiance
4. Handout 4, *Betsy Ross* (song)
5. Handout 5, Music for *Columbia, the Gem of the Ocean*
6. Handout 6, Order of Pennsylvania's Ratification Procession
7. Handout 7, Sample: *Everyday Dress of the American Colonial Period* (Broom Seller)

8. Handout 8, Sample: *Early American Trades* (Cooper)
9. Supplies:
   - Red, white, and blue tissue paper
   - Large sheet of butcher block paper or cardboard
   - Individual American flags for each student
   - Crayons, markers, or colored pencils
   - Construction paper, crepe paper, and fabric
   - Elmer's glue
   - Language experience chart paper
   - Opaque and overhead projectors
   - Overhead transparency and pens
10. Community Resources:
   - Parents
   - Vocational students/professionals
   - Home economics students/professionals
   - Art and music teachers
11. Books:
   - *The World Book Encyclopedia*. Chicago: World Book, Inc., 1988.
   - Copeland, Peter F., *Early American Trades Coloring Book*. New York: Dover Publications, Inc., 1980.
   - Copeland, Peter F., *Everyday Dress of the American Colonial Period*. New York: Dover Publications, Inc., 1975.

   Both of these coloring books contain accurate pictures and written descriptions. Mail order to:
   Eastern National—MO
   313 Walnut Street
   Philadelphia, PA 19106
   $2.75 each
   For more information and shipping rates, call:
   1-800-821-2903

PROCEDURES:

Day 1: Introduce the concepts of **symbol** and **pledge**.

a. Show concrete examples of symbols to help the children discover that a symbol represents an idea, group, club, team, country, etc. (i.e. emblem, flag, mascot, and sign)

b. Share the pledge examples orally. Guide the children to understand that a pledge is a promise, Handouts 1 and 2.

c. As a group, write a pledge for the classroom. Use language experience chart paper.

Day 2: Recite and interpret the Pledge of Allegiance.

a. Recite the entire pledge slowly and clearly.

b. Using Handout 3, discuss each line and what it means to the children. (**Tip:** Teachers will want to make an overhead transparency of this handout or use language experience chart paper to write the group's consensus. Teachers will write the interpretation in the wide space below each line on the transparency.)

c. Send home a copy of Handout 3. Ask the parents to review the Pledge of Allegiance each day throughout the unit.

d. Ask the speech therapist to review the recitation with children receiving this special service.

Day 3: Introduce the flags of the original 13 states.

a. Use the opaque projector and volume "F" of the *World Book Encyclopedia*. Show the flags of the original 13 states which can be found on pages 208-209.

b. Name the symbols, colors, and shapes of each flag.

c. Discuss feelings evoked when seeing the flags.

d. Recite the Pledge of Allegiance.

Day 4: Introduce the early American flag prior to and including the adoption of the Betsy Ross flag.

a. Use the opaque projector and volume "F" of the *World Book Encyclopedia*. Show the early American flags which can be found on page 206.

b. Name the symbols, colors, and shapes of each flag.

c. Discuss feelings evoked when seeing the flags.

d. Reinforce the importance of the number 13 (colonies, states).

e. Teach the song about the legend of Betsy Ross, Handouts 4 and 5.

f. Recite the Pledge of Allegiance.

Day 5: Begin making the large Betsy Ross flag.

a. Review the characteristics of the Betsy Ross flag.

b. Sing the song about the legend of Betsy Ross. (See Handouts 4 and 5)

c. Tell the children that our flag today has the same number of stripes.

d. Explain that our flag today has 50 stars, one for each of the 50 states.

e. Begin making tiny balls of red tissue paper. (flag design should ready be drawn on the large sheet of butcher block paper or cardboard)

f. Glue the balls of red tissue paper in the designated area.

g. Recite the Pledge of Allegiance. (**Note:** The large class flag will be an ongoing project. The children will be encouraged to work on it when other work has been completed or when special permission has been granted. After completing the red stripes, work on the white stripes and stars. The last part should be the blue section.)

Day 6: Introduce the Order of Ratification Procession.

a. See Handout 6.

b. Discuss the difference between following rules made by others and following rules which you have helped to make and have **agreed** to follow. Use examples from the classroom and schoolyard.

c. Introduce and explain the term **ratification** as an agreement by the people to follow the rules in our Constitution.

d. Ask children to describe what they might see/have seen at parades. What is the purpose of a parade? Who are more important — the marchers or the spectators?

e. Distribute Handout 6. Read it to the children.

f. Guide the children to understand that the marchers in the Pennsylvania Ratification Procession lined up in order by their occupations.

g. Ask the children to describe the role of various occupations. (Encourage good listening skills and imagination.)

h. Recite the Pledge of Allegiance.

Day 7: Community helpers in 1787

a. Distribute a different community helper worksheet to each child, Handouts 7 and 8.

b. Give each child five minutes to study the details of the picture: type of clothing, tools, action, and setting.

c. As a group, the children and the teacher will discuss the pictures.

d. The children will color the pictures neatly. The teacher will begin a class display.

e. Recite the Pledge of Allegiance.

Day 8: Community helpers in 1787 (continued)

a. Each child will receive a second worksheet.

b. Follow the steps listed for Day 7.

c. Homework: the children will orally compose a caption for the pictures given to them. Their parents will be asked to write the captions neatly in manuscript print; the children will trace their captions carefully. The purpose of this assignment is to inaugurate our upcoming events and to seek parental input and help.

Day 9: Preparations for the Traveling Wax Museum and the Pennsylvania Ratification Procession

a. Parents, vocational students/professionals, and home economics students/professional will be invited to help the children choose a favorite community helper from 1787 to portray. The guests and the children will begin designing tools, props, hats, and/or costumes to depict the chosen occupations.

b. Guests and students will recite the Pledge of Allegiance together. (**Note:** Depending on the skills and time of the special guests, this component may be completed in one day or may need additional visits. Expect to allot more than the usual twenty-five to thirty minutes for the initial visit.)

Day 10: Traveling Wax Museum

a. The children will visit the other classes in the school dressed in their costumes and carrying their props.

b. "Freezing" their bodies in an action pose, the other students and teachers will try to guess the occupations depicted.

c. Before leaving each classroom, all of the children and teachers will recite the Pledge of Allegiance together.

Day 11: Re-enactment of Pennsylvania's Ratification Procession

a. The children will march in costume through the same path followed in Pennsylvania's Ratification Procession, Handout 6. Each child will carry a flag.

b. Ending their parade at Independence Hall, the students will present the Betsy Ross flag constructed by the class to a park official.

c. The museum education teacher will greet the class and conduct a lesson in her special classroom.

d. The children will conclude their trip with a visit to the Betsy Ross House. (**Note:** Day eleven will be a full-day field trip as a culminating activity. The teacher should try to arrange for media coverage of this unusual event. If you do not live in the Philadelphia area, you may plan a procession to your city or town hall to commemorate your state's ratification of the Constitution or entry into the Union.)

TIPS FOR THE TEACHER:

(**Note:** If students belong to religious groups which do not permit saying the pledge or marching in parades, please choose to do the components of this lesson which will not be offensive to their religious beliefs. The teacher's sensitivity and respect will be modeled by the other students in the class.)

Evaluations will be ongoing throughout this unit. The achievement and progress observed during each day's activity will indicate levels of understanding and difficulty. More time should be allotted for specific procedures if needed by individual students or the entire class. The suggested activities may be repeated or amended as required. The final evaluation will be reflected by the students' active participation in the Ratification Procession. This experience will review and reinforce each component of the lesson. The lesson emphasizes respect for our flag as a symbol of loyalty and patriotism to our country. The lesson also conveys the understanding that parades are a viable means of expressing national patriotism and pride.

(**Note:** Challenge your students to decide how we would line up today for a Ratification Procession. What should be the order of occupations? Why?)

The Girl Scout Promise

On my honor, I will try:

To serve God and my country,

To help people at all times,

And to live by the Girl Scout Law.

The Boy Scout Oath or Promise

On my honor I will do my best

To do my duty to God and my country
and to obey the Scout Law;

To help other people at all times;

To keep myself physically strong,
mentally awake, and morally straight.

Police Athletic League of Philadelphia (PAL): Pledge to My Country The United States of America and Its Leaders

As students and members of the Police Athletic League of Philadelphia, we hereby pledge to live by the rules of fair play and to respect the rights and property of others; to obey the laws of our city, state and nation and to respect those charged with enforcing the laws and keeping the peace; to protect all school property and to respect the teachers and school staff who strive to give us an education. We further pledge to be good examples to others as we prepare ourselves for the challenges of adulthood.

For this is the American way...
this is the PAL way.

The Pledge of Allegiance

I pledge allegiance

To the flag of the United States of America

And to the Republic for which it stands

One nation, under God, indivisible

With liberty and justice for all.

Betsy Ross
Author Unknown

(Sing to the melody of Columbia, the Gem of the Ocean.)

Betsy Ross lived on Arch St. near Second.

Her sewing was very very fine.

General Washington came down to see her

To order a brand new flag.

Six white stripes and seven pretty red ones,

Thirteen white stars upon a field of blue,

'Twas the first flag our country ever floated,

Three cheers for the red, white, and blue!

(Refrain)

Three cheers for the red, white, and blue!

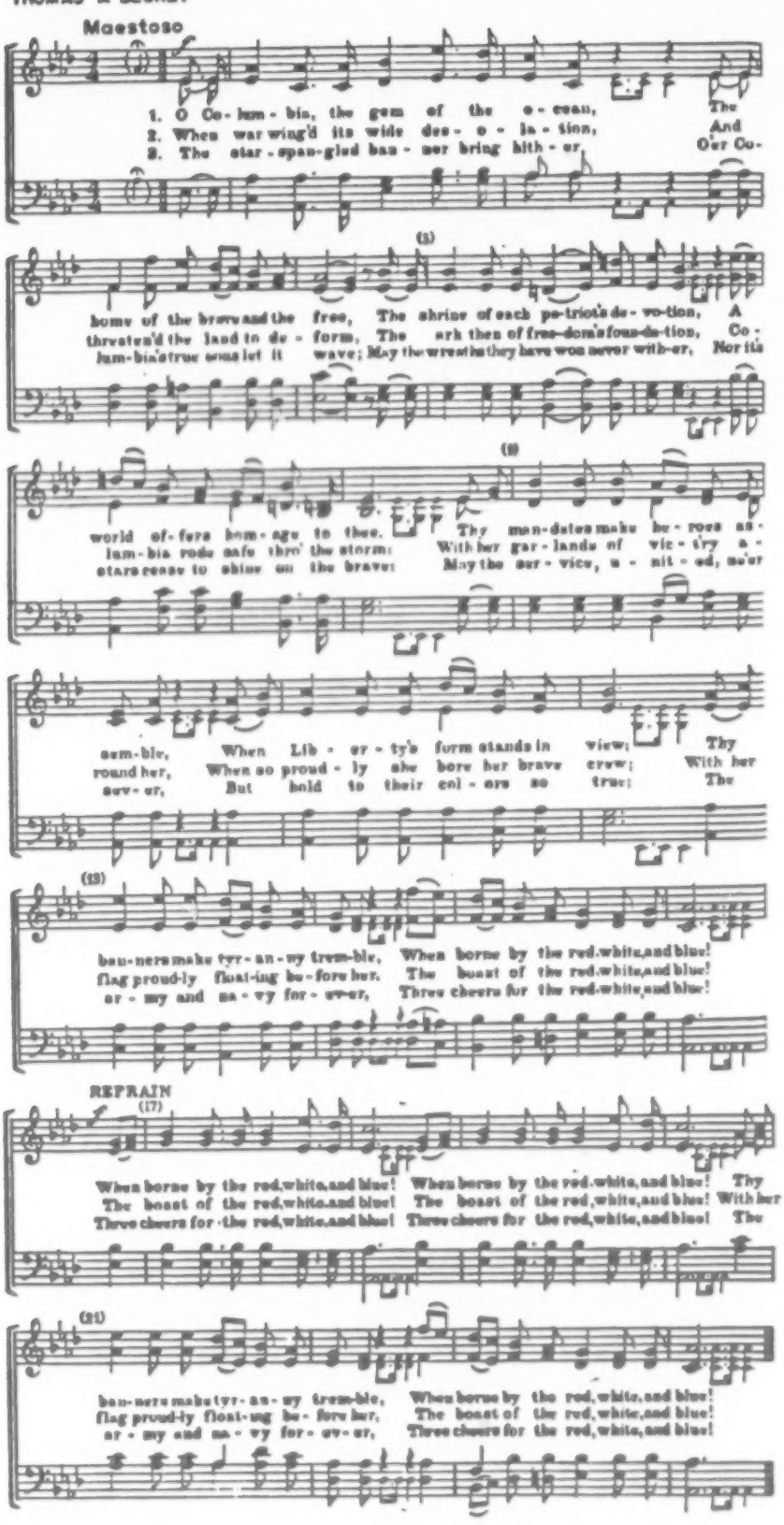
Three cheers for the red, white, and blue!

'Twas the first flag our country ever floated,

Three cheers for the red, white, and blue!

THOMAS A'BECKET

Traditional


Maestoso
1. O Co-lum-bia, the gem of the o-cean,
2. When war wing'd its wide des-o-la-tion,
3. The star-span-gled ban-ner bring hith-er,
The
And
O'er Co-
home of the brave and the free,
threaten'd the land to de-form,
lum-bia true sons let it wave;
The shrine of each pa-triot's de-vo-tion,
The ark then of free-dom's foun-da-tion,
May the wreath they have won never with-er,
A
Co-
Nor its
world of-fers hom-age to thee.
lum-bia rode safe thro' the storm:
stars cease to shine on the brave:
Thy man-dates make he-roes as-
With her gar-lands of vic-t'ry a-
May the ser-vice, u-nit-ed, ne'er
sem-ble,
round her,
sev-er,
When Lib-er-ty's form stands in view;
When so proud-ly she bore her brave crew;
But hold to their col-ors so true:
Thy
With her
The
ban-ners make tyr-an-ny trem-ble,
flag proud-ly float-ing be-fore her,
ar-my and na-vy for-ever,
When borne by the red, white, and blue!
The boast of the red, white, and blue!
Three cheers for the red, white, and blue!
REFRAIN
When borne by the red, white, and blue! When borne by the red, white, and blue! Thy
The boast of the red, white, and blue! The boast of the red, white, and blue! With her
Three cheers for the red, white, and blue! Three cheers for the red, white, and blue! The
ban-ners make tyr-an-ny trem-ble,
flag proud-ly float-ing be-fore her,
ar-my and na-vy for-ever,
When borne by the red, white, and blue!
The boast of the red, white, and blue!
Three cheers for the red, white, and blue!

HANDOUT #6

Order of Procesſion,

In honor of the eſtabliſhment of the CONSTITUTION of the United States.

To parade precisely at Eight o'Clock in the Morning, of FRIDAY, the 4th of JULY, 1788, proceeding along *Third-ſtreet* to *Callowhill-ſtreet*; thence to *Fourth-ſtreet*; down *Fourth-ſtreet* to *Market-ſtreet*; thence to the Grounds in Front of *Bush-hill*.

I.

MAJOR *Pamela*, with twelve Axe-men, in frocks and caps.

II.

The City Troop of Light-Horſe, commanded by Colonel *Miles*.

III.

INDEPENDENCE.

John Mease, Eſq. on horſeback, bearing the ſtaff and cap of Liberty—The words, "4th July, 1776," in gold letters, pendant from the ſtaff.

IV.

Four Pieces of Artillery, with a detachment from the Train, commanded by Captains *Marrall* and *Fyſher*.

V.

ALLIANCE with FRANCE.

Thomas Peaſhouſe, Eſq; on horſeback, carrying a flag, white ground, having three Fleurs-de-lys and thirteen ſtars in union, over the words "6th February, 1778," in gold letters.

VI.

Corps of Light-Infantry, commanded by Capt. *Claypoole*, from the 1ſt regiment.

VII.

DEFINITIVE TREATY of PEACE.

George Clymer, Eſq; on horſeback, carrying a ſtaff, adorned with olive and laurel, the words "3d September, 1783," in gold letters, pendant from the ſtaff.

VIII.

Col. *John Shee*, on horſeback, carrying a flag, blue field, with a laurel and an olive wreath over the words—"WASHINGTON, THE FRIEND OF THE COUNTRY"—in ſilver letters—the ſtaff adorned with olive and laurel.

IX.

The City Troop of Light Dragoons, commanded by Major *M'Pherſon*.

X.

Richard Barlo, Eſq. on horſeback, as a Herald, attended by a trumpet, proclaiming a *New Æra*—the words "*Novus Ordo*," in gold letters, pendant from the Herald's ſtaff, and the following lines,

Peace o'er our land her olive wreath extends,
And white rob'd Lawfare from the ſkies deſcends;
The ſtreets now ſtaff'd with Liberty ſhall join,
Reſtore all Taſte to arts, and Trade to trade.

XI.

The Hon. *Peter Muhlenberg*, Eſq; Vice Preſident of Pennſylvania, on horſeback, carrying a flag blue field, emblazoned—the words "17th September, 1787," in ſilver letters, on the flag.

XII.

Band of Muſic.

XIII.

The Honorable Chief Juſtice M'Kean,
The Hon. Judge Atlee, The Hon. Judge Rush,
(in their robes of Office)

In an ornamented Car, drawn by ſix horſes, bearing the CONSTITUTION, framed, lined on a ſtaff, crowned with the Cap of Liberty—the words—"WE THE PEOPLE," in gold letters, on the ſtaff, immediately under the Conſtitution.

XIV.

Corps of Light-Infantry, commanded by Capt. *Hayſtone*, from the 3d regiment.

XV.

Ten Gentlemen, repreſenting the States that have adopted the Federal Conſtitution, viz.

1. *Benton Ingraham*, Eſq;	*New-Hampſhire.*
2. *Jonathan Williams*, jun. Eſq;	*Maſſachuſetts.*
3. *Jared Ingerſoll*, Eſq;	*Connecticut.*
4. Hon. Chief Juſtice *Brearley*,	*New-Jerſey.*
5. *James Wilſon*, Eſq;	*Pennſylvania.*
6. Col. *Thomas Rodney*,	*Delaware.*
7. Hon. *J. E. Howard*, Eſq;	*Maryland.*
8. Col. *Febiger*,	*Virginia.*
9. *W. Ward Burrows*, Eſq;	*South-Carolina.*
10. *George Houſe*, Eſq;	*Georgia.*

Bearing diſtinguiſhing flags and walking two in rank, emblematical of Union.

XVI.

Colonel *William Williams*, in armour, on horſeback, bearing a Shield, emblazoned with the arms of the United States.

XVII.

The Montgomery county Troop of Light-Horſe, commanded by *James Morris*, Eſquire.

XVIII.

An ornamented Car, drawn by four horſes, bearing Captain *Thomas Bell*, carrying the Flag of *The United States*,—*Meſſieurs Barbé de Marbois*, Flag of *France*,—*Mr. Hemskirk*, Flag of *The United Netherlands*,—*Mr. Holtzdorff*, Flag of *Sweden*,—*Mr. Lorck*, Flag of *Prussia*,—*Thomas Barclay*, Eſquire, Conſul of *Morocco*,—States in alliance with *America*.

XIX.

The Judge, Regiſter, Marſhal, and other Officers of the Court of Admiralty, with their inſignia.

XX.

Wardens of the Port, and Tonnage Officers.

XXI.

Collector of the Cuſtoms, and Naval Officer.

XXII.

The Surveyor-General, Receiver-General, Secretary, and other Officers of the Land Office.

XXIII.

Regiſter, Recorder of Deeds, and Comptroller-General.

XXIV.

Peter Boyer, Eſq; and Colonel *Isaac Melchor*, in an American and an Indian, ſmoaking the Calumet of Peace, in a carriage drawn by two horſes.

XXV.

GRAND FŒDERAL EDIFICE, on a carriage drawn by ten horſes, containing Maſters, *Hilary Baker*, *George Latimore*, *John Wharton*, *John F. Sett*, *Samuel Morris*, *John Browne*, *Frank Franks*, *Joſeph Anthony*, *John Cadwalader* and *Peter Gaſkill*—aſſiſted by the Heads of the Union—

Aſſiſted by the Heads-carpenters.

XXVI.

Corps of Light Infantry, commanded by Captain *Bayr*, 5th regiment.

XXVII.

The Agricultural Society, headed by their Preſident, *S. Powel*, Eſq;

XXVIII.

The Farmers, headed by *Richard Peters*, *Richard Wiſtar*, *Samuel Meredith*, *Iſaac Warner*, *George Gray*, *William Peters*, —— *Barthurſt* and *Charles Wiſtar*, with plough, &c.

XXIX.

The Manufacturing Society, with the ſpinning and carding machines, looms, &c. headed by *Robert Morris*, Eſq;

Corps of Light Infantry, commanded by Capt. *Robinſon*, from the 6th regiment.

The Marine Society, with their inſignia.

The Federal Ship, The UNION, commanded by *John Cross*, Eſq; Captain *I. Smith*, *W. Belcher* and *Mr. Mower*, Lieutenants, with a proper crew of Officers and Seamen.

The Pilots of the Port, with a Pilot Boat.

Boat Builders, with a Barge.

The Ship-carpenters, Sail-makers, Rope-makers, Block-makers and Riggers.

The Merchants and Traders of the city and liberties of Philadelphia, headed by *Thomas Willing*, Eſq; with their inſignia—followed by the Merchants Clerks.

Corps of Light Infantry, commanded by Capt. *Sproat*, from the 4th regiment.

TRADES and PROFESSIONS.

XXX.

1. Cordwainers.

XXXI.

2. Coach painters.

XXXII.

3. Cabinet and Chair-makers.

XXXIII.

4. Brick-makers.

XXXIV.

5. Pewterers.

XXXV.

6. Potters.

XXXVI.

7. Watch-makers.

XXXVII.

8. Fringe and Ribband Weavers.

XXXVIII.

9. Bricklayers.

XXXIX.

10. Taylors.

XL.

11. Inſtrument-makers, Turners and Windſor Chair-makers.

XLI.

12. Carvers and Gilders.

XLII.

13. Coopers.

XLIII.

14. Plane makers.

XLIV.

15. Whip Manufacturers.

XLV.

16. Block-makers, Wheel-makers, Mill-makers and Bell-hangers.

XLVI.

17. Coach-makers.

XLVII.

18. Pewterers.

XLVIII.

19. Hatters.

XLIX.

20. Wheel-wrights.

L.

21. Tin-plate Workers.

LI.

22. Skinners, Breeches-makers and Glovers.

LII.

23. Tallow-chandlers.

LIII.

24. Bruſhers.

LIV.

25. Printers, Stationers and Book-binders.

LV.

26. Saddlers.

LVI.

27. Stone-cutters

LVII.

28. Bakers.

LVIII.

29. Gun-ſmiths.

LIX.

30. Copper-ſmiths.

LX.

31. Gold-ſmiths, Silver-ſmiths and Jewellers.

LXI.

32. Dyſtuffers.

LXII.

33. Tobacconiſts.

LXIII.

34. Rope-makers.

LXIV.

35. Starching Manufacturers.

LXV.

36. Curriers and Tanners.

LXVI.

37. Druggiſts.

LXVII.

38. Upholſterers.

LXVIII.

39. Sugar-refiners.

LXIX.

40. Brewers.

LXX.

41. Peruke-makers and Barbers

LXXI.

42. Ship-chandlers.

LXXII.

43. Engravers.

LXXIII.

44. Plaiſterers.

Corps of Light Infantry, commanded by Capt. *Bow*, from the 2d regiment.

The Civil and Military Officers of Congreſs in the City.

His Excellency the PRESIDENT, and the Supreme Executive Council.

The Judges of the Common Pleas and the Magiſtrates.

Sheriff and Coroner, on horſeback.

City Wardens.

Conſtables and Watchmen.

The gentlemen of the Bar, headed by the Honorable *Edward Shippen*, Eſquire, Preſident of the Common Pleas, and *William Lewis*, Eſquire, Attorney-General, followed by the students of Law.

The Clergy of the different denominations.

The College of Phyſicians, headed by their Preſident, Dr. *Redman*.

Students of the University, headed by the Vice-Provoſt, and of other Schools, headed by their reſpective Principals, Profeſſors, Maſters and Tutors.

The County Troop of Light Horſe, commanded by Major *W. Macpherſon*, bringing up the rear of the whole.

Major *Fullerton* to command the right wing—Colonel *Mentges* the left wing.

On the Union Green, at Bush-hill, Mr. WILSON will deliver an Oration, ſuited to the day; after which a Collation will be prepared for the company.

The following gentlemen, diſtinguiſhed by a white feather in the hat, are Superintendants of the proceſſion. General *Miffin*, General *Irvine*, Colonel *Procter*, Colonel *Gurney*, Major *Moore*, Major *Lewis*, Mr. *Peter Brown*, Colonel *Hill*, Colonel *Morris*.

To add to the entertainment of the day, an exhibition will be prepared and paraded as follows, one repreſenting *New-Hampſhire*, oppoſite the Northern Liberties,—the next for *Maſſachuſetts*, oppoſite Vine-ſtreet,—*Connecticut*, oppoſite Race-ſtreet,—*New-Jerſey*, Arch—*Pennſylvania*, Market—*Delaware*, Cheſtnut—*Maryland*, Walnut—*Virginia*, Spruce—*South-Carolina*, Pine—and *Georgia*, South-ſtreet. The Ruſſian Sea, under the command of Captain *Philip Benſon*, will be anchored oft Market-ſtreet, and ſuitably dreſſed. At night the will be handſomely illuminated.

By Order of the Committee of Arrangement,

Francis Hopkinſon, Chairman.

Philadelphia: Printed by HALL and SELLERS.

From the collection of the Historical Society of Pennsylvania

BEST COPY AVAILABLE

The BROOM SELLER was a peddler who cried his wares through the streets of town. He wears a workman's jacket, a small round felt hat and breeches of mattress ticking.

BEST COPY AVAILABLE

WITH LIBERTY AND JUSTICE FOR ALL?

S. Jacqueline Bynum

School Street School
Goldsboro, North Carolina

LESSON OVERVIEW:

This lesson includes activities which help students examine hardships of slavery and the justification for the Thirteenth Amendment to the Constitution. The lesson helps students explore the accomplishments of key individuals from the slavery era. It also provides students an opportunity to practice a variety of written and verbal communication skills. Background information is included to acquaint the teacher with pertinent information which can be duplicated for the students. The content of these lessons is important for pupils to learn. It helps them understand and appreciate the untiring and dedicated work of an oppressed group of people. Even though the Framers did not address the issue of slavery at the Philadelphia Convention in 1787, the very document they created paved the way for abolition of an injustice many Framers themselves supported.

GOALS:

As a result of this lesson, students will:

- become knowledgeable of the hardships and frustrations of slavery;
- interpret the concept of slavery through poetry and art;
- assess the role of key individuals who shaped events which led to the passage of the Thirteenth Amendment;
- demonstrate an appreciation for how people struggled to gain freedom and understand the value of that freedom to our individual lives.

GRADE LEVEL:

These activities are appropriate for elementary students, grades four through six. The lessons can be easily adapted for grades seven through twelve. The teacher may find that certain activities are more suitable for the more creative pupil.

MATERIALS:

1. copies of the Thirteenth Amendment
2. construction paper
3. old magazines
4. audio cassette tapes
5. a large sheet of bulletin board paper
6. Handout 1, Constitution Word Find

BACKGROUND INFORMATION:

The slave trade in the English colonies began around 1619. Initially, slaves were classified as "indentured servants". This meant that they would serve their masters for a designated number of years. At the end of that time, they become free. However, with the demand for labor to help establish new colonies in the North, and the need for agricultural laborers in the South, indentured servants often became "perpetual servants". (In 1661, the Virginia Assembly ruled that "Negroes were to become 'perpetual servants'.") Other colonies followed the same procedure and thus began the growth of slavery in the colonies.

As the years passed, there were many attempts by the slaves to rebel against the masters. Violence and harsh treatment had become a way of life for many slaves. They were not considered people, but as property. Slaves were not allowed to participate in the political system. The slaveowner controlled every movement of the slave. All children born to slaves became the property of the slaveowner. Under Southern law, slaves could not be taught to read or write, nor could they own property. Slaves could also be sold at any time.

By the end of the Revolutionary War many patriot leaders were opposed to slavery. However, when representatives of the thirteen states met in Philadelphia in 1787, no one represented slave rights. The delegates wanted to form a strong federal government; therefore, through the early history of this nation, black people stuggled with the inconsistencies of a Constitution which denied them both citizenship and individual rights. Even though the Framers did not specifically mention race in the Constitution, they did not include slaves when declaring "We the people...". Even the political status of free people of color was kept vague. However, most blacks believed that their citizenship was protected by the Constitution.

By the end of the 1700's, anti-slavery forces in the country became more vocal. Quakers opposed slavery for a generation before the Revolution. Gradually more

whites began to see the inconsistencies between American political principles and political practices. Some of the well known anti-slavery voices included Abigail Adams, Benjamin Franklin, John Jay, Alexander Hamilton, Aaron Burr, and Moses Brown. Their vocal dissatisfaction with slavery gained impetus in the North; however, the South remained more adamant in the support of slavery. By 1804, slavery was well on the way to being dissolved in the northern states, thus isolating slavery in the South where it remained until the Civil War.

In the South, slave revolts were common. Many blacks fought for their liberty with homemade daggers and spike heads. In 1800, Gabriel Prosser and one thousand slaves marched on Richmond, Virginia. In 1822, Denmark Vesey plotted a rebellion in Charleston involving about nine thousand slaves. Likewise, in 1831, Nat Turner led an army through Virginia, killing slaveowners and their families. Numerous slaves ran away. **(Research these notables: Charles Ball, William Hall, Henry Brown, Frederick Douglass, Josiah Henson, Harriet Tubman, and the Underground Railroad).** It is estimated that one hundred thousand slaves escaped from the South between 1810 and 1850.

By 1861, the North and South exhibited many differences. The North was highly industrialized. The South was agricultural. Southerners believed the states had the right to ignore national laws with which they did not agree. Northerners believed that federal laws must be enforced by all states. Thus, the Civil war between the Union (North) and Confederacy (South) erupted and lasted from 1861 to 1865.

In 1862, President Lincoln issued the Emancipation Proclamation. However, not a single slave was freed. It was only a pronouncement. Only when the Thirteenth Amendment was added to the Constitution in 1865 were the slaves legally free.

Many whites, however, could not accept the laws granting blacks equality. Blacks continued to be mistreated by many people. Conditions remained bad for Black Americans. Many of the former slave states legislated codes which kept black people from voting, serving on juries, or owning land. Some codes even prohibited blacks from attending public school. Some southern states forced black people back into slavery through legal tricks. Only when the Fourteenth Amendment was passed in 1868 did Black Americans become citizens. Thus, the struggle continued for "liberty, and justice for ALL".

Amendment XIII (1865):

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

PROCEDURES:

1. Following a class discussion about the hardships of slavery, designate several students to role play the parts of slaves and slaveowners. Under the watchful eye of the teacher, students portraying slaves will be stripped of their rights, treated as property, and placed in a subservient role by the slaveowners. (SEE TIPS FOR THE TEACHERS) At the completion of the activity, students playing the roles of slaves will share with the class their feelings about being denied their freedoms and their feelings toward slaveowners and others who were "free blacks".
2. Distribute a copy of the Thirteenth Amendment to each pupil. List and discuss the unfamiliar words. Lead the class in a discussion about the need for this amendment. (SEE TIPS FOR TEACHERS) Direct students to find or draw pictures to illustrate certain words in the amendment.
   EXAMPLE: Neither slavery nor involuntary servitude . . .
   Neither (draw a picture of slaves in chains)
   nor (slaves working against their wishes) . . .
3. Research the lives of important people during the slavery era. Record a few facts about each one on a cassette tape. Entitle the tape "A Historical Moment"—brought to you by Room ____ Distribute the tape to the other social studies classes.
4. As an addendum to Activity #3, have pupils list what they liked most about a particular person. Then, have them write a description of a personal experience which illustrates that quality.
5. Divide the class into two groups. Have one group design a mural depicting a day in the life of a young black child during the days of slavery. Have the other group design a mural depicting the activities of a black child in the present day.
6. Instruct the pupils to list five facts about slavery and five opinions they hold about slavery.
7. Write a four line poem based on the following descriptive and grammatical indicators:
   Line 1 — State a mood that exemplifies slavery.
   Line 2 — Write three things the mood is NOT.
   Line 3 — Write what the mood IS.
   Line 4 — Write a sentence stating more descriptions of the mood.

EXAMPLE: (An actual poem written by one of my students.)
Hostage
Not free, not hopeful, not appreciated
Overworked
Slavery should never have been a thought in anyone's mind.

8. Distribute Handout 1, Constitutional Word Find, and instruct the pupils to circle the words in the puzzle.
9. Review with the students the characters and the events of the Underground Railroad. Have the students devise their own escape plan for several "hostages" from your classroom to another designated area. (Keep in mind those who would be sympathetic to the hostages' bondage.)
10. Ideas for Discussion:

- Although slavery was abolished over one hundred years ago, what effects remain today? Cite examples.
- What do you feel is the role of art or music in expressing the problems in society?
- If the leaders of yesteryear had been willing to live with injustices of slavery, what would your community be like? (schools, churches, etc.)
- What does freedom mean to you? How far should one go to preserve freedom?

EVALUATION:

- Discussions (both individual and panel types)
- Time lines
- Observations
- Role playing
- Creative writing

TIPS FOR THE TEACHER:

Activity 1 All the guidelines for Activity 1 should be discussed before starting the lesson. It is recommended that this activity last no more than one-half day. The background information is intended to help the teacher with the facts.

Activity 2 It might be helpful to have the students rewrite the Thirteenth Amendment in their own words.

Activity 3 The inclusion of a little background music serves to enhance Activity 3. The tape can be loaned to the pupils to take home to share with their parents.

Activity 6 The poems created in Activity 6 are a good topic for a bulletin board.

Activity 7 This is a great activity, especially for a creative and well-organized group. Pupils can work on various aspects of the plot. Staff members can also participate. A great resource book is *Harriet Tubman,* Troll Associates, 1985.

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CONSTITUTIONAL WORD-FIND

The 20 Hidden Words Are

PERPETUAL SERVANTS	UNDERGROUND RAILROAD	ABOLITIONISTS	CONSTITUTION
PHILADELPHIA	SLAVEOWNERS	THIRTEENTH	AMENDMENT
REBELLION	PROPERTY	PREAMBLE	NOTABLES
EQUALITY	SLAVERY	FREEDOM	LIBERTY
JUSTICE	QUAKERS	CITIZEN	RIGHTS

N G T E B W D I X P F I R E B E L L I O N D G O O
T S P T G W M I U N S S V L V D X N U N A K M R U
I Q T D Z K U P I P N L P R E A M B L E P Q Y Q P
X U T N A K P Y X F R B A V R P M S H Z O V D R S
N A H N A O M Q T C U E U V W T P U E E O D G E V
N K M T E V R H J R H T N E E T R I H T D A T I N
B E Z X A M R L W U E S W N Z O G L D L E Z S Y Y
V R J H F J D E I C G B M U A S W I M F M I T R I
A S W M C Z F N S A T O I U B M P N Z S U Y E M S
M V S S H Z P R E L R C P L G Z S T E D P D S L Z
G Q Y T R J N M H M A D O U M W J W O R Y L W U M
D D G S H X Y B J F A U N N L Q E A F O S T O V Y
V Q V I E L B V M U Q R T U S H Y H M O D E E R F
O F W N V E O C L P S N N E O T K T X W S C D L G
N T J O B Q T P N N K T Z Q P R I K I Y O F X T I
O C N I D K B V K W Y L I W P R G T T L O W V D S
T S Q T B E M N P V U W U C L R E R U E A Z T W E
A D M I W L R C H L Y Q X T E E O P E T E U P Z S
B T C L R A I H P L E D A L I H P P X D I L Q H K
L A H O Y R K K W C J U X G E O W R E F N O T E N
E X T B L T O B R H D O N A G L B R L R C U N H E
S H V A J G I Y H S D T D K H O Z D I R T W S V L
W Z J D B R M B S T H G I R M R S O E U R Y Y G U
X O C I T I Z E N T N Y Q T U K N I S L A V E R Y
K U O M E S A H Y T G W M J O G P G F M D W P Q X

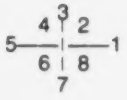
CONSTITUTIONAL WORD-FIND

The Hidden Words Are Located At

	R	C	D
PERPETUAL SERVANTS	18	18	4
UNDERGROUND RAILROAD	21	22	4
ABOLITIONISTS	22	4	3
CONSTITUTION	10	12	8
PHILADELPHIA	19	17	5
SLAVEOWNERS	2	11	8
THIRTEENTH	6	20	5
AMENDMENT	12	11	4
REBELLION	1	13	1
PROPERTY	16	15	8
PREAMBLE	3	13	1
NOTABLES	15	1	7
EQUALITY	20	24	4
SLAVERY	24	19	1
FREEDOM	13	25	5
LIBERTY	10	14	4
JUSTICE	12	9	8
QUAKERS	3	2	7
CITIZEN	24	3	1
RIGHTS	23	14	5

R = ROW C = COLUMN D = DIRECTION

DIRECTIONS:



CONSTITUTIONAL REVIEW GAMES

Suzan Morgan Gannett

Thornton Central Public Schools
Thornton, New Hampshire

LESSON OVERVIEW:

This lesson combines a variety of different games to review facts about the Constitution and the Bill of Rights. These games provide an enjoyable way for students to learn basic facts about the Constitution and can be used as culminating activities. The games include: Constitutional Bingo; Tic Tac Toe; Constitutional Baseball, starring the Federalists and the Democratic Republicans; and a board game, Road to Forming a Nation.

GOALS:

As a result of this lesson, students will:

- understand the various parts of the federal government;
- understand the rights granted to citizens of the United States by the Bill of Rights;
- create a series of questions and answers dealing with the Constitution.

GRADE LEVEL:

This lesson is appropriate for students in grades four through six. Time: Fifty minutes or a class period.

MATERIALS:

1. teacher-made constitutional bingo game boards, bingo chips, Handout 1
2. Constitution question and answer cards, Handout 2
3. Tic Tac Toe Board
4. Road to Forming a Nation Board, playing pieces, and die, Handout 3
5. baseball diamond
6. index cards, stickers
7. red and black markers

PROCEDURE:

1. **Constitutional Bingo.** Each student is given a bingo card and chips, see Handout 1, Constitutional Bingo sample card. Students may win by covering correctly a row, column, or all four corners. The teacher shuffles the question and answer cards, see Handout 2. Question and Answer Cards. The teacher reads the question. If the student has the correct answer on his/her card, the answer is covered. The teacher turns the question card to the answer side on his/her desk and continues in this manner until a student wins. Answers are checked and if a student has correctly answered, he/she wins the round. Additional rounds may be played as time allows.
2. **Road to Forming a Nation.** This is a board game for three to five players, for use with the entire class. Handout 3, Road to Forming a Nation, should be duplicated. Question and answer cards are used, see Handout 2, Question and Answer Card. Students may also add their own question and answer cards to the game. The game is played as follows: A die is rolled. The child throwing the highest number is the question and answer person. The youngest player goes first. Player asks the Q + A person for a question. If he/she answers it correctly, the player throws the die and moves his/her game piece. If the answer is incorrect, the player remains in his/her place. To win, the player must get to the finish. If time allows, the winner becomes the question and answer person for the next game.
3. **Constitutional Baseball.** The class is divided into two teams—The Federalists and the Democratic Republicans.* The number of innings to be played is dependent on the time available. Each team has three outs per inning. Toss a coin to see which side will be up first. The teacher is the pitcher and a student on the opposing team moves players around the bases and keeps score. The batter chooses a single-one question, a double-two questions, or a triple-three questions, see Handout 2, Question and Answer Card. If answered correctly, the player takes his/her base. If not the team has an out.
   *Historical note: The Democratic Republicans were one of our nation's first political parties. They were started by Thomas Jefferson who felt that the common man should have more of a say in government and that the federal government's control over the states should be kept to a minimum.
4. **Tic Tac Toe.** The class is divided into two teams ("Xs" and "Os"). Toss a coin to see which team goes first. A player from the winning coin toss goes

first and calls out a square number. The teacher presents a question, see Handout 2, Question and Answer Card. If the player answers correctly the team gets the square. If an incorrect answer is given then the opposing team gets the square. The exception is that if giving a square to an opposing team means that team will win, then that team must answer the question themselves. Winning constitutes holding three squares in a row, column, or diagonal; or having the most squares.

TIPS FOR THE TEACHER:

I found these games successful with students who required a great deal of repetition to understand the Constitution. This activity was used as a culminating activity to a two to three week unit. I found that my students enjoyed competing with one another. Winning a game provided a feeling of immediate success and spurred students onward in their quest for gaining knowledge about the Constitution.

The constitutional games may be set up as a learning center. The question and answer cards may be used by pairs of students as a way to tutor themselves. Students can create their own versions of these games for younger students.

In preparing to play the games, I strongly suggest that boards and cards be either laminated or covered with contact paper to make the materials more durable.

The baseball game can be either played on a chalk-drawn baseball diamond or by setting up bases in the classroom and allowing students to physically move from base to base.

Be sure to explain the rules of the games carefully so there is no misunderstanding of what is required to win.

Finally, I reward winning teams or players with stickers. Individual teachers should use their discretion in whether or not to give out prizes.

CONSTITUTIONAL BINGO

Sample Card

freedom of speech	balance	a bill	a democracy	New Hampshire
⅔ of the states	delegates	right to a jury trial	Amendment 10	Amendment 9
Amendment 6	for life	FREE	a petition	Supreme Court
Senate	2 per state	population	the accused	Congress
President	judicial branch	Daniel Shays	Delaware	9

CONSTITUTIONAL QUESTIONS AND ANSWERS

What does Amendment II do?
Gives citizens the right to bear arms.

What amendment gives you the right to bear arms?
Amendment II

How long may a Supreme Court Justice serve?
For life

What is a document asking for something called?
A petition

What is the main body of the judicial branch?
Supreme Court

In which house of Congress do representatives serve for six years?
Senate

Where do all money bills start?
House of Representatives

What is a document that describes a new plan of government?
The Constitution

How is membership in the Senate determined?
Two per state

What is membership in the House of Representatives based on?
Population

What is someone who is said to have committed a crime called?
The accused

What is the main body of the legislative branch called?
Congress

Who is in charge of the executive branch?
The President

What branch of government decides if a law is constitutional?
The judicial branch

What branch of government enforces laws?
Executive branch

What is the branch of government which makes laws called?
Legislative branch

Who was the oldest delegate to the Constitutional Convention?
Ben Franklin

In addition to making laws, what does the legislative branch have the right to do? (it's a check on the executive branch)
Impeach the president

What does the executive branch do?
Enforce laws

In addition to vetoing bills, what other powers does the President have?
Head of the armed forces

What is the main job of the legislative branch?
Make laws

Who was the first President of the United States?
George Washington

Who led the rebellion in Massachusetts which caused the writing of the Constitution?
Daniel Shays

What is a document used to search a house?
A warrant

What was the first state to approve the Constitution?
Deleware

What is a fight against your leaders called?
A rebellion

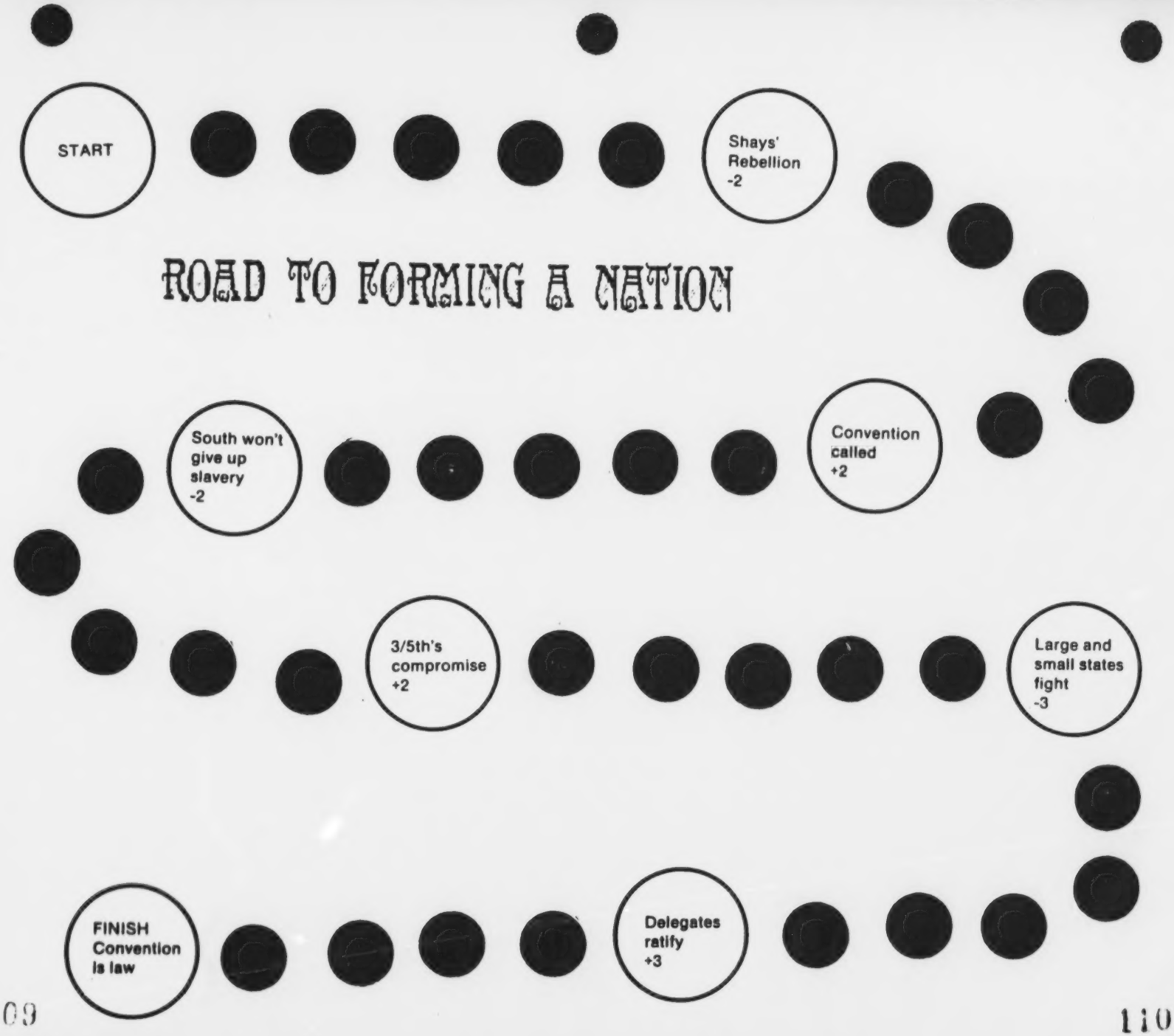
How many Supreme Court justices are there?
Nine

What check does the President have on Congress?
He/She can veto bills

What is money paid while waiting to stand trial called?
Bail

HANDOUT #3

ROAD TO FORMING A NATION



CHOOSE IT OR LOSE IT — Constitutional Rights

Polly James

Locust Elementary School
Abilene, Texas

LESSON OVERVIEW:

The focus of this lesson is to assist students in recognizing the first ten amendments, analyzing how they protect the rights of the individual, evaluating which five of those amendments are most important to them, and recognizing the importance of symbolism in promoting national unity. The students will work by themselves and with a group to formulate their opinions and participate in compromise situations. Prior knowledge of the first ten amendments is needed; otherwise, an explanation must be given during the lesson.

It is important that students understand the need to become active, responsible citizens in order to maintain the democratic values of this country. Therefore, students need to participate in activities that stress knowledge of the Constitution, concepts, skills, and attitudes that form a foundation for participation in a democratic society. This lesson could be integrated with a social studies unit on the Constitution.

GOALS:

As a result of this lesson, students will:

- understand the first ten amendments to the Constitution and recognize the importance of the Bill of Rights;
- use critical thinking skills of application, analysis, and evaluation for productive decision-making and making thoughtful value judgements;
- recognize the use and meaning of symbolism as well as the symbols used to promote national unity;
- use creative thinking to develop and share their own ideas about the meaning of the colors of a new flag.

GRADE LEVEL:

This lesson is appropriate for gifted fourth through eighth grade students.

TIME TO COMPLETE:

One class period of forty-five minutes to one hour.

MATERIALS:

1. copies of the U.S. Constitution (see Appendix)
2. handouts with a summary/synopsis of the first ten amendments to the Constitution (see Appendix)
3. yellow and green felt tip markers, white correction fluid
4. handout 1, photocopies of the U.S. flag (black ink important to success of the activity)
5. handout 2, American Symbols

PROCEDURE:

The following story may be presented as a real situation or as a hypothetical. Even presented as a real situation, the students are concerned, but not totally convinced, that it is a real situation. Their doubt adds suspense and "real" purpose to the lesson. However, if any student appears upset, it would be best to admit that this is an imaginary story.

1. In a manner or style that would be realistic or believable, the teacher **tells** the students the following story, or one similar that would be applicable to a particular area of the country. If there is a local military base, perhaps it could be mentioned.

"Students, I have some news I need to share with you. President _____ has just announced over TV that the military power of the United States is temporarily under the control of the country of Kibou. Kibou has control of all the military bases and military hardware, such as airplanes, bombs, guns, etc. All military personnel are fine, but those in positions of authority have been replaced with people from Kibou that have been secretly infiltrating our military system for years.

President _____ wants everyone to realize that this is not a time to panic, and the U.S. is not totally controlled by Kibou. Everything will continue the same as before except that our ability to declare war and use the military to defend the U.S. is temporarily under the control of Commander Karaul. He does not control any civilian activities such as the legislature, police, banks, businesses, or schools.

Commander Karaul, the dictator of Kibou, wants to govern the United States jointly with the President. He has made several demands that will affect students. Until we are again in control of the military, the President feels it important that the citizens of the United States, and especially students, go along with these demands in order to avoid any problems. Commander Karaul has made the following demands: (These may be read to the students.)

1. The President of the U.S will continue to make announcements for the country of Kibou since the people of the United States trust him.
2. Commander Karaul believes that the people of the U.S. have too many freedoms and it would make governing difficult. He does not, however, wish to take away all freedoms. The country of Kibou would like to make the transition of control easier by allowing the United States to keep half or five of the first ten amendments to the Constitution called the Bill of Rights. Therefore, a representative of the nearest military base or installation will visit each school district to collect the opinions of students. These opinions will be tabulated and the results sent to Washington, D.C.
3. Only students in grades four through eight will be able to give an opinion about their country since they are the ones who will grow up under the new government, and they should be the ones to decide which ones are most important to them. (Commander Karaul does not trust older children and adults. He thinks they are too set in their ways and will find change difficult.)
4. The flag of the United States must be replaced with a different flag so that it will no longer symbolize the unity or union of the United States.

TEACHER OPTION AT THIS POINT:

The reaction and age of the students may influence the order in which the following two activities are done.

(1) the flag activity and debriefing on symbolism **first** which takes about 15 minutes; at that point the students would know this story was imaginary; or

(2) the Constitutional Amendments selection **first** which takes about 25 minutes, depending upon discussion, and then the flag activity. In this order the students would know the story was imaginary after approximately forty-five minutes.

FLAG ACTIVITY:

"The dictator of Kibou gave the President two choices:

(1) the flag could be changed completely in design or

(2) the flag could remain the same with the colors changed."

"The President and his staff decided that the flag will keep its original design and the colors will change. The President has selected black stars on a yellow background with alternating black and green stripes." (Teacher may wish to agree with students that this color combination does not sound very attractive.)

(Optional — may omit Commander's response.)

"Commander Karaul agreed to this change. He feels the yellow represents the cowardly actions of the United States, and the green represents the envy of the people of the U.S., however, a small white circle must be added to the center of the flag to represent the loss of freedoms."

"I have a message to read to you from the President."

READ THE FOLLOWING:

"I wish to send the American people a special message of hope and patience, and I feel confident that you will follow my three requests.

First, I want everyone to color a flag according to the new color design.

Second, I ask that you look at the small white circle and remember we will regain our freedoms.

Third, I ask you to decide for yourself what positive meaning these new colors have for the U.S. and why I selected them. You may want to stare at this new flag and in doing so you will receive my special message."

2. Distribute felt tip markers and one flag per student from photocopy of the American flag. Direct the students to color the area behind the stars yellow, and the stripes green. The white circle can be colored with white correction fluid if the students accidently color it.

3. When everyone is finished coloring a flag, continue by saying: "The second request is that everyone look at the white circle so let's stare at it and count

to forty-five and then look below the flag at the blank space." (At the end of forty-five seconds, students should see a red, white, and blue flag. If they do not, suggest they stare at the flag for sixty seconds.)

4. Discuss with the students what they see and the significance or the special message the President was giving them. (such as: "We still have our original flag.")
5. Students will be sure at this point that this is an imaginary story. You may tell them that we still have our original country and that this was an imaginary story.
6. Have the students turn the page over and list the colors yellow and green. Ask them to write a sentence or two that describes the positive symbolism for these colors. Have students share their ideas with the class. Then discuss the use of symbolism in the story.

DEBRIEFING:

- How do you feel about having the colors of the flag changed?
- Do yellow and green really symbolize cowardliness and envy?
- How did the President use symbolism? Why did the President select yellow, green, and black as the flag colors?
- What do you think our flag symbolizes?
- Do we have any other national symbols? What are they? (See Handout 2, American Symbols.)
- What is the purpose for having national symbols?
- What feelings did you have when you thought you had to give up some of your freedoms?

CONSTITUTIONAL RIGHTS ACTIVITY: (See appropriate beginning)

"Let's pretend that someone will be here soon for your opinions about which five amendments are most important;" or

"I have more information about our flag, but we need to comply with the demand concerning our amendments. Someone will be here soon to collect our opinions."

7. "In order for everyone to have an opportunity to express his opinion, I'm going to pass out this shortened version of the Bill of Rights, a copy of the Constitution in case you need it for additional information, and a sheet of paper for recording your decisions. Everyone is to read the amendments quietly. Evaluate them and decide for yourself which ones are the most important. Rank the amendments in order of importance to you from one to ten with one being the most important and ten being the least important."
8. Distribute paper, handouts of the amendments, and copies of the Constitution (see appendix). Give students time for evaluation and decision-making. (Give an explanation of amendments as needed.)
9. Divide the class into groups of five students. Have each group discuss and decide which of the five amendments they think are the most important. Tell students to use their own prioritized list during discussion. Appoint one student to be the recorder in each group.
10. Tell the students that each group will come to the front of the class. Each member of the group will discuss a different amendment chosen by the group and tell why the group thought the amendment was important and, therefore, should be retained.
11. The teacher will record the choices on the chalk board.
12. After all groups have presented, analyze the ones chosen and see if there is a consensus in favor of any particular amendment. If there are any which no one, or only one group, voted for, assume that these amendments can be eliminated.
13. Students should return to their groups to discuss the remaining amendments to be chosen. Otherwise, the students as a class could vote which remaining amendments would be added to the list of the top five.
14. If the students particiate in the amendment activity first, then the teacher should write the five numbers selected on a piece of paper and tape it outside the classroom door to be "picked up." Continue with: "Now that you have made your selection, we need to discuss the demand stating that our flag must be replaced with a different flag." (Flag activity)

DEBRIEFING:

- Why do we call the first ten Amendments the Bill of Rights?
- Why do you think these freedoms were written into the Constitution?
- Why do you think Amendment Two, the right to bear arms, was important to the Framers of the

Constitution? (food and protection).

- Can you give an example of how we use one of these ten amendments in our everyday life? (at school, home, etc.).
- Why do you think it is important for you to understand the amendments to the Constitution?
- During the group discussion, when did you have to compromise your opinion?
- Who can explain one of the amendments without looking at the Constitution? (Who can explain another one? etc.)

EVALUATION:

1. Students develop a personal and a group list of amendment preferences.
2. Students identify and explain the first ten amendments and the rights of the individual.
3. Students write ideas about the positive symbolism of the colors green and yellow for the new flag.
4. Students participate in class discussions and answer questions.

TIPS FOR THE TEACHER:

If the students have not had an explanation of the first ten amendments, it must be given before participation in this constitutional rights activity. This will increase the lesson time an additional twenty minutes. It would be better if the explanation of the amendments was given before this lesson.

The following debriefing questions were offered by 4th grade students:

- "If you had thought this story was real, would you have selected different amendments?" (The majority response was **yes**.)
- "If this story were true, and you could leave the United States, would you leave? Or, would you continue to live in the U.S. with half of your individual freedoms? (Interesting discussion of why they would stay.)
- How did the students "see" a red, white, and blue flag?

Staring at the flag causes the image to be retained on the retina of the eye longer; thus, it can be seen when moving one's eyes to the blank space below the flag. This is called "persistence of vision." Staring at the colors black, yellow, and green desensitizes those colors in the eye so the eye then "sees" the opposite colors. Information on persistence of vision can be found in the book, *Rediscovering Photography*.

Extended Lesson: Read the book, *The Children's Story* by James Clavell, to the students.

Debriefing questions:

- What was happening in the story?
- How did the foreign country succeed in tearing down our symbols of government?
- What did the teacher do to prove the "old teacher" and parents were not as wise as the new teacher?
- How did the teacher change values to fit what she wanted students to believe?

Bibliography:

Clavell, James. *The Children's Story*. New York, New York: Dell Publishing Co., Inc. 1981.

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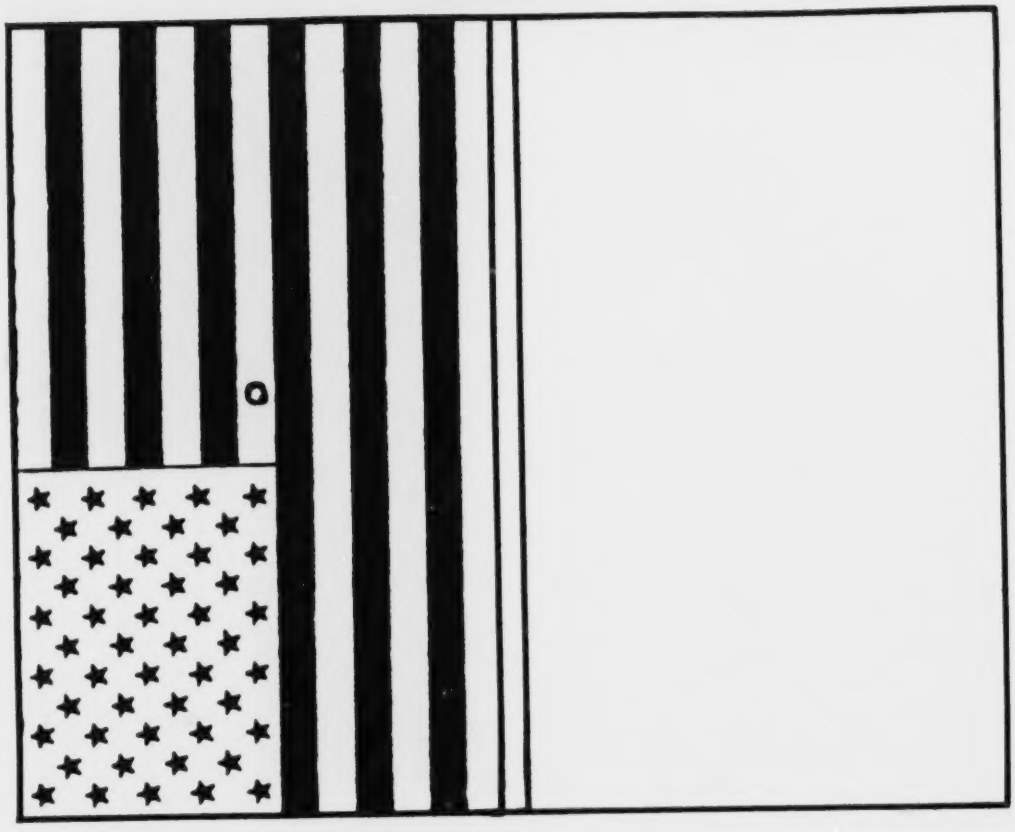

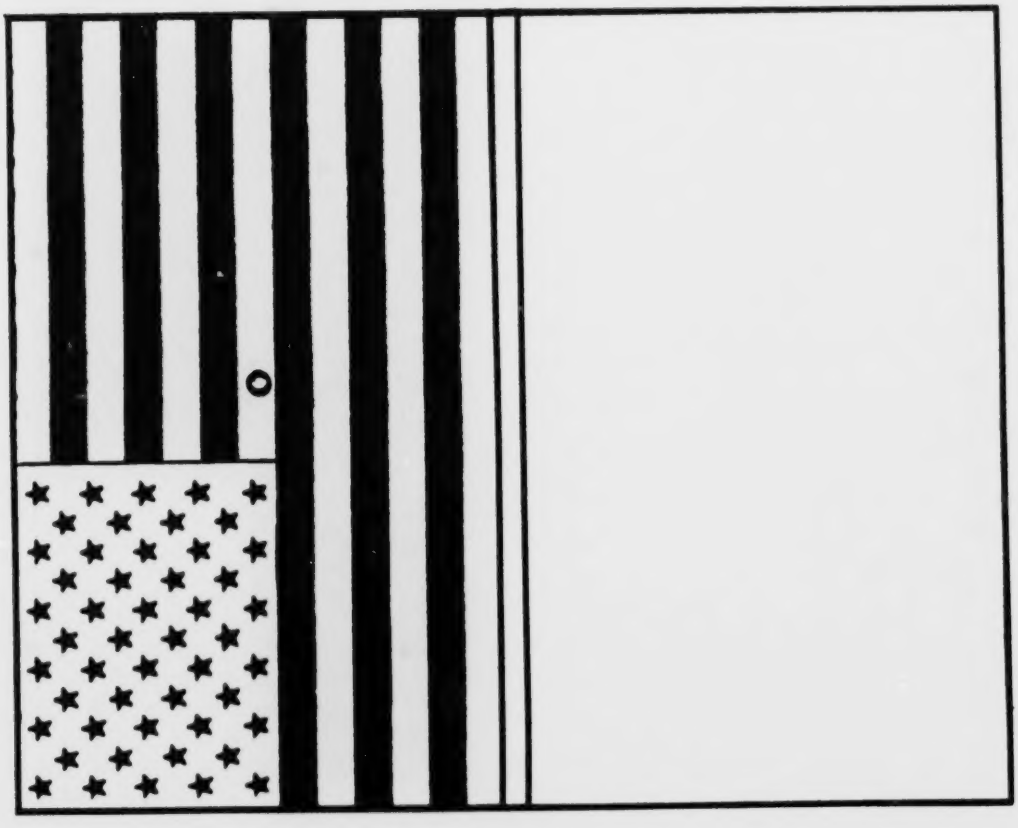

AMERICAN SYMBOLS

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BALANCING FORCES IN THE LIVING CONSTITUTION

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LESSON OVERVIEW:

The focus of this unit centers on the concept of balance. In every academic subject, from the life sciences to math to language arts and social studies, teachers strive to develop an understanding of the relationships among issues important to achieving a more equitable state. The study of the development of law consistently illustrates the counter balancing forces of authority, power, fairness, and responsibility. Our Constitutional heritage reveals an ongoing history of checks and balances. To study this unit, students in the middle grades will need a basic knowledge of the pre-revolutionary period of United States history. They will need to understand the Constitution, its structure and function.

GOALS:

As a result of this lesson, students will:

- identify and illustrate the meaning of "balance" in their environment and in real life situations;
- make a mobile with a partner, write and explain a plan of action, and express how they felt during the process;
- identify the powers of each branch of government under the Constitution and how each power is checked;
- explain the imbalances of power among the states and the Articles of Confederation.

GRADE LEVEL:

This lesson is appropriate for students in the upper elementary grades.

MATERIALS AND OUTSIDE RESOURCES:

1. **Activity I:**
   a. dictionary
   b. thesaurus
   c. large butcher paper or large poster paper
   d. scissors
   e. glue
   f. magazines
   g. colored markers
   h. an overhead projector
2. **Activity II:**
   a. thread
   b. fishing line
   c. "found" objects that students fine of interest in their school or home environment
   d. paper
   e. pencil
   f. crayons
   g. colored markers or pencils
   h. heavy wire
   i. small wooden rods of various lengths
   j. colored paper
   k. scissors
3. **Activity III:**
   a. copies of the United States Constitution for each student
   b. any middle grade social studies text that focuses on early American history
   c. supplemental resource books on the creating of the United States Constitution
   d. butcher paper
   e. markers
4. **Activity IV:**
   a. Handout 1
   b. three index cards per group of students
   c. markers
   d. paper
   e. pencil
   f. individual copies of the U.S. Constitution
5. **Activity V:**
   a. journals
   b. paper
   c. tagboard
   d. crayons
   e. markers
   f. colored pencils
   g. scissors
   h. construction paper

PROCEDURES:
Activity I:

Anticipatory Set:

1. Working in pairs, ask students to brainstorm a definition of "balance." Generate a list of synonyms. This list should be shared during class discussion. An overhead projector can help facilitate sharing.
2. Divide students into groups of three to four. Ask students to design a mural or collage showing examples of balance that exists in everyday life.

When sharing their ideas, semantic mapping can be used to help categorize ideas to conceptualize.

3. Ask students to collect small "found objects," (objects that are natural or found around the home which are of interest to them). They will be using these objects to make mobiles.

Activity II:

Instructional:

1. Discuss the term, "mobile". What are mobiles; of what material are they made; where might they be found; and of what use are mobiles?
2. Working in groups of two, create a mobile. This may take one to two days. Students may have a difficult time during the process of this activity.
3. Upon completion of their mobile, ask the students to write a summary of the process, explaining how they were able to assemble the mobile, how they planned it, and how they felt during the process of creating this design. Ask students to share this experience with others in the class. Questions for the students:
   a. What keeps the mobile in balance?
   b. How do you feel about your mobile?
   c. Is the feeling you have about it now different than it was during the time you were working on it?
   d. What was it that helped you complete your mobile?

Activity III:

Instructional:

1. Using a middle grade social studies text and copies of the United States Constitution, review the function of the three branches of government created by the Constitution. An overhead projector can be used to facilitate the discussion.
2. Divide the students into three groups. Assign one branch of government to each group. Using their individual copies of the Constitution, and large butcher paper, have students list the powers of their branch of government. Ask them to identify where that power is located. It is important to introduce the format by which the Constitution is organized: article, section, and paragraph.
3. Have each group share the information they have found. Not all of the powers have to be identified during one class period. The butcher paper is put up on the wall for students to share. Now information may be added as students continue their study of the Constitution.

Activity IV:

Instructional:

1. Give each group of students three cards, each identifying one of the three branches of government. Place the situations on Handout 1 on the overhead projector, one at a time.
2. When the teacher says, "Check and Balance", each group holds up the appropriate card identifying the branch which exercises that power and the branch which checks the power.
3. The teacher records the response and asks where the information can be found in the Constitution. Discuss each situation: where is the power located; and what is the counter balance or the check on that power? A possible concluding question is, Why is each power checked by another branch of government?

Activity V:

Instructional: The State's Sovereignty Simulation

1. Tell the student that the class will be participating in a simulation lesson during the next few days.
2. Periodically, the teacher will say a key phrase. Whenever it is heard, students stop whatever they are doing and write an explanation of what they were doing at that moment and how they feel at that time. The key phrase is, "CHECKS AND BALANCES."
3. Divide students into small, different sized groups. The number of students in each group will depend upon the size of the class. Each group is given the following scenario:

   You are a new state, along with 12 others, that have just won their independence. It was a long and hard-fought struggle against King George of England. One reason for the war was that you were taxed without having a voice in the government. You had no representation in the English Parliment. Laws were made that did not fit the needs of the colony's lifestyle. There was not opportunity to say what the people of your colony needed or wanted.

   Many people lost their lives during this war. Families lost farms. The soldiers who fought in your state have not been paid. As a new independent state, you are in debt. You need to get organized and develop a plan to get the citizens of your state back to work earning money and feeling good about your newly won independence. You want people to come to live in your state because of the excellent working conditions. You are to do the following:

a. Name your state.
b. Design a flag for your state.
c. Develop a state motto, state food, state animal, state song, state flower, and state bird.
d. Construct a map that will let people know what resources are available in the state. The map should also help persons travel from place to place within your state.
e. Identify the sources of income. What industry will you have?
f. Create a pamphlet advertising the best features of your state to entice people to visit and, perhaps, settle.
g. Create your own money, using your own names and denominations.
h. Create a state government.

4. This project will take three to four days. Plan for an Independence Celebration to occur on the fourth day of the activity. Remember, to use the key phrase so that students check in on their feelings and record them in their journals. Ask the students: Are you in balance? Why or why not? Can you think of a time in history when our nation might have felt out of balance? The problems the students cite should parallel the difficulties the states were experiencing under the Articles of Confederation.
5. Meanwhile, the teacher has arranged ahead of time for a group of older students to do the same exercise. The older students, however, create name, flag, motto, etc., on the national level. This is unknown to the class.

   Arrange to have these students visit the classroom on celebration day. Quietly, they should circulate to the individual states, ask to see their flags, and collect them.

   When the "national" group has captured all the flags announce that students are now a part of a new nation with a national name, motto, flag, bird, animal, song, flower, and food. The states will learn the new national song, chant the motto and eat the new national food.

At this point in the lesson, it is important to repeat the key phrase and have the students record in their journals. They should share with the others how people in their state feel about the new situation.

Each day, before the celebration day, using the key phrase, ask the students how they feel about their state and their independence. Introduce the word, "sovereignty." Have students record the word in their journal. Define the word and create a list of synonyms.

CLOSURE

Activity VI:

1. Review how each group of students felt when participating in the simulation. How did the smaller states feel as compared to the larger states? Was there anything that the national government was able to offer that helped everyone? How do you think the states felt immediately following the war with England to gain their own "sovereignty"?
2. Using individual copies of the United States Constitution, have the students, working in small groups of three to four, research Article IV to identify the powers and responsibilities of the states. Record the information on large pieces of butcher paper.
3. Using a basic text on the forming of the Constitution, brainstorm two lists: 1) issues that should be controlled by the states and 2) issues that should be controlled by the national government. Lead a discussion to focus on what issues should be controlled by a strong central government and what issues should be controlled at the state level.

   This discussion combined with the state "sovereignty" simulation can lead to some excellent cartooning opportunities for students.

TIPS FOR THE TEACHER:

- This unit can be as comprehensive as the teacher wishes to make it. The depth of material presented depends on the interest and understanding of the students.
- When doing this unit, the activities can be infused with other aspects of the whole curriculum. For example, the science study on mobiles and the state sovereignty simulation can be done simultaneously. The activities do not have to be done in sequence. The content on the creation of the Constitution and the Constitution research may also be accomplished while the students work in their state groups.
- The United States Constitution is not the easiest document to read. Small group work, combined with reading aloud and working on a small section of the Constitution at a time, provides supportive re-enforcement for the students. Sharing information in a vital part of this activity. Prepare for numerous questions.

ACTIVITY 4: CHECKS AND BALANCES

1. A bill is passed into law decreasing the speed limit on Interstate highways to 60 miles per hour.
2. This person holds office for life, while on good behavior.
3. The army needs money for weapons.
4. The State of New Hampshire is suing Vermont over water rights.
5. The United States has decided to recogninze the new government of Iran.
6. The United States needs an ambassador to Spain.
7. A law was declared unconstitutional.
8. A bill is being vetoed.
9. A new federal tax is being considered.
10. Impeachment proceedings have been brought against the President.
11. There is a dispute over land between two Indian tribes, each claiming the land was given each by separate treaties.
12. War is declared on the nation of New Golden Island.

THE CONSTITUTIONAL PRESIDENTS: Washington, Adams, Jefferson, Madison or "The First Four"

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LESSON OVERVIEW:

This is a fact-finding lesson introducing the first four presidents of the United States. All four had a different influence on the U.S. Constitution. The lesson employs the use of large visuals and oral presentations. The suggested time frame for this activity is four class periods; three for development and one for the presentation. No previous knowledge of the presidency is necessary. This lesson can be adjusted to fit any unit of study that includes the presidency and/or the Constitution. It can also be integrated with language, and art classes.

GOALS:

As a result of this lesson, students will:

- learn the names of the first four Presidents of the United States;
- learn information about each President by creating large visuals;
- make a "Presidential Picture Book" of the President of their choice.

GRADE LEVEL:

This lesson is appropriate for lower elementary (grades two through five). The lesson can be adapted to upper grades by adding more detailed information to the fact sheets.

MATERIALS:

1. handout 1: Background information and script for initial presentation
2. handout 2: George Washington fact sheet
3. handout 3: John Adams fact sheet
4. handout 4: Thomas Jefferson fact sheet
5. handout 5: James Madison fact sheet
6. handout 6: costume suggestions
7. sample illustrations using fact sheet information

PROCEDURES:

A. PRE-INSTRUCTIONAL PLANNING:
   1. Make signs or large name tags for each of the four presidents.
   2. Secure costumes for the presidents and the judge. (See Handout 6)
   3. Costumes for the "Keepers of History" are optional.
   4. Place four chairs or high stools in front of class.
   5. Select ten participants:
      a. 4 Presidents
      b. 1 Judge
      c. 4 "Keepers of history"
      d. 1 Narrator.
   6. Prepare illustrated facts for the "Keepers of History" to be used in initial presentation (See Handout 7).

B. CLASS PROCEDURE:
   1. Children dressed in costume as the Presidents appear, bow to audience and take a seat.
   2. The judge comes forward and directs the presidents to take the "Oath of Office" (See Handout 1).
   3. Narrator appears and identifies each president (See Handout 1).
   4. "Keepers of History" now come forward (See Handout 1).
   5. At the conclusion of the introduction, the teacher comes forward and invites all children in the class to become "Keepers of History" and gives directions for follow-up activities:
      a. Divide the class into four presidential groups. Draw and cut-out easy symbols (See Handout 7) which illustrate presidential facts listed on Handouts 2-5.
      b. Demonstrate how to change the fact sheet information into creative symbols and cut outs. Assign each child one fact of their choice to avoid duplication.

c. Costumes for "Keepers of History" (optional) can also be made at this time to wear during class and parental presentations (See Handout 6).
d. The members of each group practice reading aloud the fact they illustrated. They then decide on the order of presentation.
e. Return to one group for class presentations and sharings (Teacher may wish to limit the number of "History Keepers" to accommodate age and grade level interest).
f. After the presentation, make a study-review wall. Post Presidential pictures and illustrated facts on available wall or bulletin board.
g. Have each child invite family members to class. Personally escort them through the study-review wall. Explain the Presidential facts as illustrated by symbols and cutouts on the wall.

EVALUATION:

- This lesson is a lot easier to do than to write up.
- Teachers need to prepare readers and other participants the day before the initial presentation.
- Before dividing class into four presidential work groups, have an oral discussion to review the names of the presidents, the information to be given by the "Keepers of History" and the words of the "Oath."

TIPS FOR THE TEACHER:

Enrichment Activities:

- Make cookies using commercial cookie cutters of George Washington.
- Make a time-line with large cutouts of the presidents and major Constitutional events.
- Teacher can dress as one of the presidents and conduct a conversation with the class (Students may ask questions about that period in history).
- Write poems about the four presidents.
- Make face puzzles filled with presidential facts by tracing the head shapes of the president. Draw lines inside the head to look like a puzzle. Fill each space with the facts presented or found through individual research.

RESOURCES:

Ferris, Robert G., *The Presidents*. Washington, D.C.: National Park Service, Rev. Ed. 1977.

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Banfield, Susan. *James Madison*. New York: Franklin Watts, 1986.

Douty, Esther M., *Mr. Jefferson's Washington*. Champaign, Illinois: Gerrard Publishing Co., 1970.

Brown, Margaret, *The First Ladies*. Washington, D.C.: White House Historical Association with Cooperation of National Geographic Society, 1985.

HANDOUT #1: BACKGROUND AND SCRIPT

Background:

The first four presidents of the United States can be called the "Constitutional Presidents." Washington, our first President and Madison, our fourth President, participated in the meetings in Philadelphia from which the Constitution developed. Adams, our second President, and Jefferson, our third President, did not attend the Constitutional Convention but their research, ideas, opinions, and the books they sent from Europe were used during the meetings.

Script

PRESIDENTS: (Appear, bow, stand at the seats which have been placed in front of audience.)

JUDGE: (comes forward leads the "Presidential Oath")
"I do solemnly swear
that I will faithfully execute
the Office of President
of the United States,
and will to the best of my ability,
preserve,
protect and defend
the Constitution of the United States."

NARRATOR: (Approaches presidents with enthusiasm, shakes George Washington's hand).

- "Why George Washington—what a pleasure to meet you!" (To audience)—"George Washington was our first President and what a great one!
- And how are you John Adams?" (To audience)—"Mr. Adams was our second President."
- "And Mr. Jefferson, my, my, my." (To audience) "Mr. Jefferson was our third President."
- "And Mr. James Madison, our fourth President. What a pleasure and a privilege to be in the company of ***great men*** and ***leaders*** of the United States of America.
- (To audience) "I can't begin to tell you everything that you should know about these men because they have done so much. So, I'm going to ask the 'Keepers of History' to help me. The 'Keepers of History' write down, read, and even make pictures about important people and events. They help us learn all about our country. You know, it is important to know **how** and **why** we came to America. And it is important to know **who** the people are that helped our country become one of the most powerful nations in the world. Well, these four presidents are greatly responsible for getting our country together. If it were not for these four men and others known at 'The Founding Fathers,' the United States of America would probably not exist. What interesting lives they had ...Let's get the 'Keepers of History' to tell us more about them."

KEEPERS OF HISTORY: (enter, show their art work and give an explanation) (See Handouts 7, 2-5).

NARRATOR: "Now good citizens of Room _____, I hear you are going to learn more exciting things about these presidents and that all of you are to become Keepers of History."

TEACHER: Explains follow-up activities (See Part B, 5a-5g.)

HANDOUT #2: GEORGE WASHINGTON FACT SHEET

- George Washington was the first President of the United States of America.
- He is called the "Father of the Country."
- He was Commander-in-chief of the Continental Army.
- His famous home is called Mt. Vernon.
- He was the oldest of six children.
- He was a planter, a surveyor, and a soldier.
- He signed the Constitution of the United States.
- He is the only President never to sleep in the White House.
- He had his famous portrait painted by Gilbert Stuart.
- He died ten years after he became President.
- He chose the site for the nation's capitol (ten square miles of land given by the states of Maryland and Virginia to the U.S. government.)
- He took the oath in N.Y.'s City Hall in 1789; he became the political equal of kings, emperors, and czars.
- He married a widow; he had no children of his own; his wife had two children from her previous marriage.
- His father died when George was eleven years old.
- He began his military career when he was sixteen years of age.
- He presided over the Philadelphia Convention.
- He served two terms as President.

Presidential Quote:

"I had the honor to receive your official communication by the hand of the secretary Thompson, about one o'clock this day, Having concluded to obey the important and flattering call of my country, and having been (impressed) with an idea of the expediency of my being with Congress at as early a period as possible. I propose to commence my journey on Thursday morning, which will be the day after tomorrow."

(Written by George Washington, accepting the office of Presidency, at Mt. Vernon to John Langdon, President Pro-Temp of the Senate in the First Congress, April 14, 1789.

HANDOUT #3: JOHN ADAMS FACT SHEET

- John Adams was George Washington's Vice President.
- He became the second President of the United States of America.
- He was the eldest of three sons.
- His occupations included lawyer and teacher.
- He married Abigail Smith; they had three sons and two daughters.
- He was the first President to live in the White House.
- He was one of only two Presidents to reach the age of ninety.
- His wife hung laundry in the East Room of the White House.
- He helped draft the Declaration of Independence.
- He went to Harvard University.
- He was chairman of twenty-five of the ninety Congressional committees.
- He was a master at compromise and debate.
- His political enemy was Jefferson, who was also his Vice President; they both died on the same day, July 4, 1826, just a few hours apart; it was also the 50th anniversary of the adoption of the Declaration of Independence.
- He achieved recognition as the lawyer who defended John Hancock, charged with smuggling by British officials.
- He had red hair.
- His son also became president.

Presidential Quote:

(On his second evening in the White House) "Before I end my letter, I pray Heaven to bestow the best of blessings on this House and all that shall hereafter inhabit it. May none but honest and wise men ever rule under this roof."

HANDOUT #4: THOMAS JEFFERSON FACT SHEET

- Thomas Jefferson was the third President.
- He was the author of the Declaration of Independence.
- He was a Virginia Congressman and Governor, U.S. Senator, and second Vice President.
- He was the elder of two sons.
- He had eight sisters.
- His father died when Thomas was fourteen years old. He left his son three thousand acres of land; young Thomas became head of the family.
- He was a lawyer.
- He attended the College of William and Mary.
- His famous home is called Monticello.
- He favored state rights and opposed a strong central government.
- He expected Americans to be well-educated and to be a land of farmers.
- He sent naval forces to subdue pirates who were harassing American vessels.
- He sent the Lewis and Clark Expedition to the Pacific Ocean.
- He was the first President to be inaugurated in Washington, D.C.
- He helped design the city of Washington, D.C. and chose a Classical Greek style.
- He played a violin.
- He replaced the custom of bowing with the more democratic practice of shaking hands.
- He obtained funds to build the first fence around the White House.
- He was the first to landscape the grounds of the White House.
- He held lavish dinners; food bills averaged $50 dollars a day when 75 cents bought a turkey and $3 dollars bought a hog. (paid for by Jefferson not the government).
- He sold some of his land to pay debts accumulated during his White House years; he wanted to maintain a household that reflected the dignity of the nation.
- He hired a French chef to prepare exotic foods.
- He spoke and wrote seven languages.
- His library became the nucleus of the Library of Congress.
- He founded the University of Virginia (1819).
- He loved to write.
- His famous portrait was painted by Rembrandt Peale.
- He invented the automatic door closer.
- He devised a plan to purchase French owned land, commonly known as the Lousiana Purchase, for $15,000.00, this doubled the size of the United States.

Presidential Quote:

"The Presidency is a splendid misery."

HANDOUT #5: JAMES MADISON FACT SHEET

- James Madison was the fourth President.
- He was the first of ten children.
- His famous home is called Montpelier.
- He attended the College of New Jersey which is presently called Princeton.
- He studied law and theology.
- He took detailed notes on every speech that was made at the Philadelphia convention.
- His journal of the convention, which was not published until after his death, remains the best record of the drafting and creation of the Constitution.
- He helped pass the Bill of Rights—1789-1791.
- His wife Dorothea (Dolly) Payne Todd, a widow with one son, often acted as President Jefferson's hostess.
- She was also known for her lavish White House parties. The President and his wife had no children of their own.
- Madison asked Congress to declare war against Britain because they had seized U.S. ships, goods, and men at sea.
- He was 85 years old when he died in 1836.
- He tried to help slaves resettle in Africa.
- Madison finished four years of study in two years.
- He was too frail or sickly with a nervous disorder, to take part in fox hunts, horse races, and wrestling matches.
- Madison had a strong friendship with Jefferson.
- Madison was asked to make a list of books to purchase for the new Library of Congress.
- He is called the "Father of the Constitution."
- He presented the idea of separation of Church and State; he opposed Patrick Henry's idea to tax the people to pay for state teachers of religion, which was to him establishing a state church, an idea which he opposed.
- He spent long hours studying how other governments got different groups of people to join together in states.
- He believed that a weak central government caused the downfall of confederacies.
- He buried himself in his books and worked on a plan for the new government (the Virginia Plan), three branches of government.
- Madison wrote twenty-nine essays explaining and defending different aspects of the Constitution.
- Madison and two others wrote essays favoring the Constitution which were collected and published together in a book called *The Federalist.*
- He was the shortest President.

Presidential Quote:

(About the work of the President): "There is no pleasure ... a peck of troubles in a large bundle of papers come everyday."

HANDOUT #6

COSTUMES FOR THE PRESIDENTS, THE JUDGE, AND THE "KEEPERS OF HISTORY"

Presidents See Handouts 1,2,3,5.
Judge See Handouts 2,3,4,6.
"Keepers of History" flag scarfs (optional) or tall Abraham Lincoln style hats decorated with the Americal flag colors and design.

2. Neck Scarf—use white crepe paper. Cut a 17" by 3" strip. Then fold on dotted lines. Cut a 12" by 15" piece. Pleat in the middle and fold on the dotted line.

1. Hat Pattern-cut out of black contruction paper. Staple ends together. Any corner of the hat can be front when placed on the head.

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3. Wigs-(optional)
A rectangular shape white cloth about twenty inched long and about five inches wide. (Adjust to size of child's head). Glue cotton in rows of use quilt batting and roll the edges. See Drawing.

4. Gavel—cut from brown poster board.

5. Dress—Large suit coats, sweat pants pushed up to the knees, and long white socks pulled up to the knees.

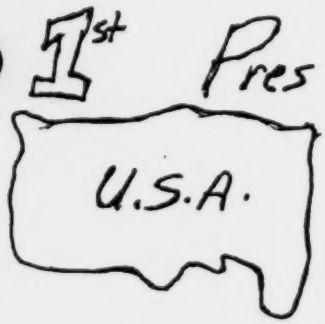
6. Choir robe for judge.

HANDOUT 7: ART SAMPLES—USE COLORED CONSTRUCTION PAPER AND A BLACK WRITING PEN

George Washington

George Washington was called the "Father of our Country"

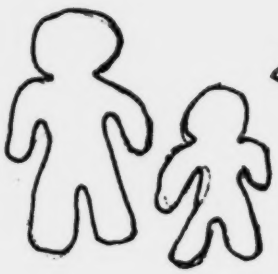
George Washington was the 1st President of the United States.



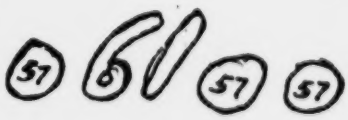
Mt. Vernon is the famous home of George Washington

John Adams

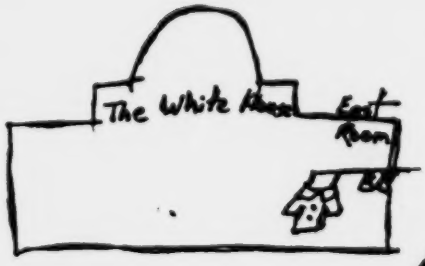
John Adams and his son both became President



3 of the Presidents were 57 when they became President. Adams was 61.

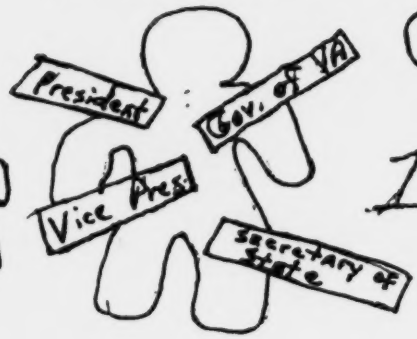


Abigail Adams hung the laundry to dry in the East Room of the White House

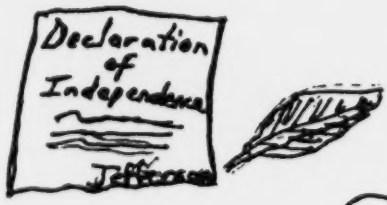


Thomas Jefferson

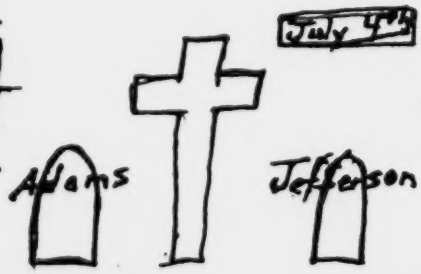
Thomas Jefferson Governor of Virginia Secretary of State, Vice-President and President



Thomas Jefferson wrote the Declaration of Independence

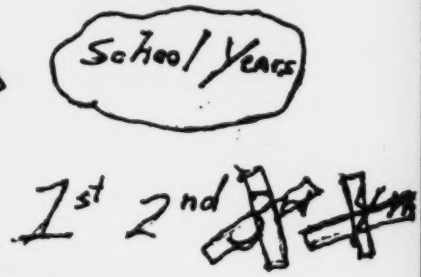


John Adams and Thomas Jefferson both died on the same day; the 50th Anniversary of the Declaration of Independence

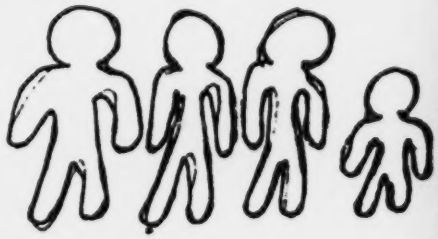


James Madison

James Madison Completed 4 years of school in 2 years



James Madison was the shortest President



James Madison thought our government should have 3 branches of power

SO . . . WHAT'S A PREAMBLE, ANYWAY?

Renee G. Harrison

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Cleveland Heights, Ohio

LESSON OVERVIEW:

This lesson is designed to teach students the vocabulary and meaning of the Preamble to the United States Constitution. It helps students become aware of why the Preamble is an important part of the Constitution. This lesson includes: class discussion, brainstorming, role playing, a mock trial, a debate, and an instructional game. In the culminating activities, students develop a class preamble, view a video, enjoy literature, sing and create a project.

The reason this lesson should be taught is because too often the Preamble is overlooked or assigned as rote memorization. The concepts in this lesson fit into Social Studies, law-related education, literature, physical education, self-concept development, history, government, higher level thinking skills, music, and art.

GOALS:

As a result of this lesson, students will:

- learn the meaning of the vocabulary in the Preamble;
- gain awareness of the purpose of the Preamble;
- recite or write the Preamble from memory;
- create a project to show the meaning of the ideas in the Preamble.

GRADE LEVEL:

This lesson is designed for lower elementary, grades two through four; however, many of the activities may be successfully used with students through grade six.

TIME:

Ten to twelve days for thirty minutes to one hour per day.

MATERIALS AND COMMUNITY RESOURCES:

1. chart of the Preamble
2. local attorney
3. local policemen
4. old magazines
5. drawing paper
6. construction paper
7. glue
8. scissors

BACKGROUND FOR THE TEACHER:

Early in September of 1787, the Philadelphia Convention handed the Constitutional draft over to a committee to "whip into final shape". This "committee on style" included men like Gouveneur Morris, James Madison, and Alexander Hamilton, who had returned from New York to attend the closing sessions. The committee let Morris do the job. A fine job he did of it, too. Morris knew how to "turn a phrase" and how to write clearly and concisely. Of course, the convention had already agreed on the provisions of the Constitution. The job which remained was getting the words in order and inserting the proper punctuation. Every so often Morris slipped in his own word, which he thought was an improvement—and usually it was. Morris liked a bit of flare. He remembered Jefferson's wonderful introduction in the Declaration of Independence: "When in the course of human events . . ." Morris thought the Constitution ought to read something like that, too. It needed something with dignity and elegance. So he wrote the Preamble, the part of the Constitution we know best. The fifty-two word Preamble grants no power to the federal government. Instead, it helps us understand the purpose of the Constitution.

PROCEDURES:

ACTIVITY ONE: Introduction (Note—be sure a copy of the Preamble is not posted anywhere).
Objective: To assess what students already know about the Preamble.

1. DISCUSSION—Ask: What is the Constitution? Why was it written?
2. VOCABULARY DEVELOPMENT —Ask: What is the Preamble to the Constitution? What does "preamble" mean? (Answer: Preamble means "to walk before". The Preamble tells you the purpose of the Constitution.)
3. ASK: How well do you know the words in the Preamble to the Constitution? Let's play a game to see. Play, "Preamble Scramble".

   DIRECTIONS:

   a. Write the eight phrases of the Preamble on separate cards. Make enough complete sets so

each student gets a card. (If there aren't enough cards to go around, the remaining children can help others find the proper place for each card.)

b. As students enter the room give each one a card, or randomly distribute the cards.
c. Instruct students to find a group of people who when correctly organized, spell out the Preamble.
d. After five to ten minutes, have each person in each group read their card.
e. Display a poster of the Preamble.
f. Have each group compare the Preamble they have organized with the poster. Instruct anyone not in the right order to make the necessary corrections.
g. Have each person in the group reread their portion of the Preamble.
h. Have the class read the Preamble aloud while looking at the chart.

EVALUATION:

Have the students share their feelings about the game.

ACTIVITY TWO: "We, the People of the United States..."
Objective: To better understand who "we the people" were in 1787 and who they are now.

1. DISCUSSION—At the time the Constitution was written, "we the people" were about three million whites and fifty thousand free blacks. Today, "we the people" means everyone who is a citizen of the United States.
2. FLUENCY DEVELOPMENT—How many other ways can we say "we the people"? List as many as you can in the next ten minutes. They may be serious or funny. (example: all of us; everybody; every one of us; the folks; persons; each man, woman, boy and girl; us guys; or we'uns)
3. GRAPHING—Make a pictograph showing the population in 1787 and another illustrating our current population.
4. FORMATIVE EVALUATION—Ask the students if they feel like part of "we the people". Explain why or why not.

ACTIVITY THREE: ". . . in order to form a more perfect union . . ."
Objective: To show that the idea of perfection is an ideal.

1. VOCABULARY DEVELOPMENT—Help students to understand the meanings of "form" (create), "perfect" (flawless) and "union" (country).
2. DISCUSSION—Ask: What does "perfect" mean? How can you make something more perfect? Explain that few things are perfect. The matter of creating a 'more perfect union' was one of the hardest problems facing the thirteen new states in 1787. Explain that the phrase ". . . in order to form a more perfect union . . ." means to set up a stronger central government with the states more closely united. A more efficient system of government was made possible by the Constitution.
3. BULLETIN BOARD — Display an outline of a large tree. Label the tree "Branches of the Federal Government." Label the branches "legislative", "executive" and "judicial". Write the titles of each branch of government. (Legislative: Congress, Senate, House of Representatives; Executive: President, Vice-President; Judicial: Supreme Court, Appellate Courts, Lower Courts). To make your bulletin board more detailed, write in additional information. Discuss the bulletin board.
4. FORMATIVE EVALUATION—Play a game where students have a card labeled legislative, judicial, or executive. Call out the name of a branch or government and have the students hold up the appropriate card.

ACTIVITY FOUR: ". . . establish justice . . ."
Objective: To show that fairness is an ideal which our society is still struggling to achieve.

1. VOCABULARY DEVELOPMENT—Help students to understand the meaning of "establish" (set up) and "justice" (fairness).
2. DISCUSSION—Teach the meaning of the phrase 'establish justice'—to set up a system of courts that treats all men equally under the law.
3. ROLE PLAY—In earlier days, when people disagreed, they often settled their disputes with swords or pistols. They sometimes assembled groups of friends who fought it out among themselves. The man who had the strongest arm, the sharpest eye, or the most friends could seemingly prove that he was right. Role play the above idea.
4. MOCK TRIAL—Under our form of government we maintain courts so that people settle their disputes peaceably. Read the following to the class: Jeff lost a dollar on his way to school. When he walked into his classroom, he saw Sara put a dollar bill in her desk. Jeff's friend, Phil, ran over and told Jeff that he thought Sara had found a dollar. Wasn't she lucky?! Jeff immediately went to the teacher,

Mr. Hope, and explained what had happened. When Mr. Hope called Sara to his desk, she told him her grandmother had given her the money. Conduct a mock trial using the above senario. Have the students discuss the results by asking them: Do you think the case was handled fairly? Would it have been better if Mr. Hope had told Sara to give the money to Jeff? Explain.

5. SPEAKERS
   a. Invite a local attorney to speak about what distinguishes a good law from an unfair one.
   b. Invite a local policeman to explain the procedures when someone is arrested.
6. FIELD TRIP—Take your class to a court, preferrably one with a jury trial in progress.
7. FORMATIVE EVALUATION—Ask: Do you think you have ever been treated unjustly? Give examples.

ACTIVITY FIVE: "... insure domestic tranquility..."

Objective: To help students learn what a rule and a law are and how rules and laws insure domestic tranquility.

1. VOCABULARY DEVELOPMENT—Help students understand the meaning of "insure" (to make sure of); "domestic" (at home); "tranquility" (peace).
2. DISCUSSION—Teach the meaning of the phrase '. . . insure domestic tranquility . . .'—to bring about peace among the states; to settle the problem of poor trade relations; and to prevent open rebellion against state governments, such as the case in Shay's Rebellion.
3. RULES
   a. Ask: What are some of the rules you follow in your daily life? (Sample answers: family and school rules, traffic regulations, rules for games, etc.)
   b. Draw a picture to illustrate a rule we obey. Share the pictures and discuss laws that relate to children. (Examples, children must go to school, pets must be licensed, ingredients must be labeled on food packages, etc.)
   c. Play "Ready-Go" Game, a game without any rules: Divide the class into two groups. Place trash cans in opposite corners of the room. Tell the students that they are going to play a very exciting game. (Hand one child a paperball.) Then say, "OK, Ready, Go". Observe what happens. If students become frustrated, encourage them to improvise and decide on rules for the game. After a period of time, stop the game.
   d. Discuss: How do you feel about how the game was played? Why? How do you think the game could have been played better? Would it have been easier to play this game had there been rules? Ask: What are rules? Why do we need rules? What happens when rules are not followed?
   e. Have the class decide on appropriate rules for the Ready-Go Game. Play it again following the new rules.
4. LAWS—
   a. Discuss—What are laws? (An official set of rules or regulations by which a particular group or community regulates the conduct of the people within it; laws are usually made and enforced by city, county, state and/or national governments.)
   b. Why do people need laws? Share the following story with the class: "Laws and the Crazy Elephant".

   There was once this crazy elephant named Elliot. He acted crazy because he did things without thinking. When Elliot's birthday came, he got a brand new bike. He was very proud of this new bike and wanted to show it off. His mother said, "Now Elliot, you must let your father show you how to ride and teach you bike laws". Elliot really wanted everyone to see his new bike so when his mother went to the store, he decided to ride it to town. As he got close to town he noticed all the cars were headed straight toward him. He heard someone yelling, "Get over you dummy, you're on the wrong side of the road". Elliot kept on going. A little later he saw a red light hanging above him, and he pedaled right underneath it. He heard horns honking and people shouting, but he kept on going.

   As Elliot rode into town, he saw his friend Jumbo. He hollered, "Hey, Jumbo, want a ride?" So Jumbo jumped on the handlebars. Elliot could not control the bicycle very well, and the cars started honking again. He decided it would be safer to ride on the sidewalk. Suddenly, he saw a trash can right in his path, and he turned to miss it. He ran right into a lady elephant and knocked her down. Elliot decided that maybe he had to learn bike rules after all.

   Have the students discuss: What laws did Elliot break? Should Elliot be punished? Why? What are some of the things which might have happened because Elliot disobeyed the law? Do you think Elliot learned why laws should be obeyed? (JETS, 1980, pg. 29).

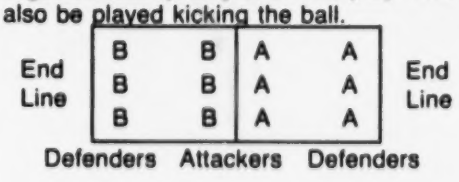
c. FIELD TRIP—Take the class on a walk around the school to observe examples of everyday life which are controlled by laws.

5. EVALUATION—Have students label the front of a card with the letter "R", for rule, and the back of the card with the letter "L", for law. Read a few situations where students have to differentiate between a rule and a law. Students hold up the appropriate side of the card to signal the correct answer. (Examples: A man is walking a dog on a leash = L; A student is raising her hand in class = R.)

ACTIVITY SIX: "... provide for the common defense..."
Objective: To help students understand the need for defense against enemies.

1. VOCABULARY DEVELOPMENT—Help the students understand the meaning of "defense" (to protect oneself).
2. DISCUSSION—Teach the meaning of the phrase, 'provide for the common defense'—to have a strong national army and navy that can defend all the states. If a foreign country attacked any state, it would be defended by a national military force.
3. CURRENT EVENTS—Have students bring in a newspaper, magazine article, or pictures which illustrate how the United States defends itself. Explain how the article or picture shows the government providing for the common defense.
4. GAMES—Have students play a game involving the defense of something. Examples: Checkers, Battleship, flag football, or the following:

"Boundary Ball": Divide the class into teams of six players. Have one team on each side of a center line (see below). Divide each team in half; three are attackers, near the front, who try to score points. The other three are guards who try to stop the ball from going over the end line behind them. Teams score a point every time they throw the ball over the opposite end line. Players foul when they: run more than one step with the ball; hold it more than three seconds; or knock it out of someone's hands. If a player fouls, the other team gets the ball. Change attacking and defending lines about every two minutes. If this game is played outdoors, have one guard stand behind his own end line to get the ball quickly back into play. This game may also be played kicking the ball.



5. EVALUATION—Discuss how the game represents the government defending the U.S. from its enemies.

ACTIVITY SEVEN: "... promote the general welfare..."
Objective: To make the students aware of how the government promotes the common good.

1. VOCABULARY DEVELOPMENT—Help the students to understand the meaning of "promote" (encourage); "general" (the whole); "welfare" (well-being).
2. DISCUSSION—Teach the students the meaning of the phrase, "promote the general welfare"—to encourage what is good for all the people.
3. BRAINSTORMING—Have the class generate a list of things that our government does to promote the general welfare. Give them ten to fifteen minutes to generate ideas.
4. ART—Choose one idea from the list and draw a picture.
5. EVALUATION—Share and discuss the pictures.

ACTIVITY EIGHT: "... and secure the blessings of liberty to ourselves and our posterity..."
Objective: To make students discover the freedoms they have and take for granted.

1. VOCABULARY DEVELOPMENT—Help the students to understand the meaning of "secure" (keep); "blessing" (favors); "liberty" (freedom); "posterity" (those who come after us, future generations).
2. DISCUSSION—Teach the meaning of the phrase, 'secure the blessings of liberty to ourselves and our posterity'—to protect the personal right of all United States citizens.
3. COLLAGE—Have students bring magazine pictures showing people exercising the "blessings of liberty". Use the pictures to construct a class collage. (Examples—pictures showing people going freely from place to place; people enjoying their lives and property in safety; people receiving equal protection under the law.) Have each person explain why their magazine picture belongs in the collage.
4. DEBATE—Have two teams debate whether or not securing the "blessings of liberty to ourselves and our posterity" is still a desirable goal.
5. BRAINSTORMING—Have the students brainstorm a list of liberties they would leave to their posterity. These can either be serious or silly. Give them ten to fifteen minutes to do this.
6. EVALUATION—(built into Activities 3-5 above).

ACTIVITY NINE: "... do ordain and establish this Constitution for the United States of America."
Objective: To make students aware that the Preamble is an introduction to the Constitution that explains the goals the Constitution is designed to accomplish.

1. VOCABULARY DEVELOPMENT—Help students to learn the meaning of the terms "ordain" (make part of); "establish this Constitution" (create a government); "Constitution" (laws under which the country exists).
2. THE LAW OF THE LAND—Begin to teach the Constitution from the Articles of the Bill of Rights and the other Amendments.
3. EVALUATION—Play "Preamble Scramble" again. Check whether students can arrange themselves in a line to correctly form the Preamble.

ACTIVITY TEN: Culmination

1. LITERATURE—Share with the class Peter Spier's book, *We the people.*
2. WRITE—Write a class Preamble.
3. MUSIC—Learn the song, "We the People" by Gary L. and Mary Ann D. Kimber.
4. MULTI-MEDIA—Show the "Preamble" segment of the *History Rock* video.
5. CREATIVE PROJECT—Have each student devise a plan to illustrate the Preamble (a photo essay, a mobile, montage/mural, book, diorama, rap, etc.)
6. EVALUATION—Have each student choose to write or recite the Preamble from memory.

TIPS FOR THE TEACHER:

- The "Preamble Scramble" cards could be made like jigsaw puzzle pieces to make the game easier for them to play-especially for the younger or slower students.
- For Activity II, have students look up the word 'people' in the dictionary first. Ask how various groups of people would say "we the people"; i.e., a cowboy, The Fonz, etc.
- Give many clues to help students come up with what our country does to promote our general welfare; for example, ask them not just to name things that cost money, but things such as freedom, peace, health care, education, recreation, jobs, safety (activity VII).
- For activity VIII, tell the students to think of the blessings of liberty brainstorming activity as the writing of a will.

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THE BILL OF RIGHTS

Linda Rhodes

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LESSON OVERVIEW:

It is important to have children relate their learning to something with which they are familiar from their own experiences. The storyteller and the story of "La Llorona" both set the stage for listening to some new information. They also enable listeners to make assumptions about morals, laws and cultural heritage to which they will be exposed during the presentation. The overlays which accompany this lesson are visual materials which help bond an idea or a picture to memory.

GOALS:

This unit is designed for upper elementary and middle school students who are being introduced to the Bill of Rights. An underlying assumption of this lesson is that some very general constitutional background has already been presented so that the teacher can focus on the following goals:

As a result of this lesson, student will:

- recognize some symbols of the Indian, Spanish and American cultures;
- examine Indian and Spanish storytelling heritage;
- originate a list of classroom rights;
- understand fundamental concepts of constitutional law;
- recognize how student rights and responsibilities are governed by the Constitution.

GRADE LEVEL:

This lesson is appropriate for students in grades four through eight.

MATERIALS AND OUTSIDE RESOURCES:

1. Attachment A, Transparency of Indian Storyteller
2. Attachment B, Transparency of Uncle Sam
3. Attachment C, Transparency of the comic characters and the Bill of Rights
4. Attachment D, Background information and definitions for teachers
5. Attachment E, Stories from Spanish and Indian folklore
6. Attachment F, Game questions for "Bill of Rights Connections"
7. Attachment G, Activity guide for "Visitor from Outer Space"
8. Attachment H, Bibliography
9. Attachment I, Quiz for Understanding
10. Attachment J, "Do the Bill of Rights Rap!"
11. paper and pencil, newspapers and magazines for cutting
12. materials to make puppets for the optional activity
13. corn meal, glue and black construction paper for the sand "painting"
14. optional activity, molding clay or clay that can be fired to use for the clay modeling of the symbol to represent an amendment

PROCEDURES/ACTIVITIES:

Day One:

1. Show the overlay of the Indian Storyteller, Attachment A, while you tell the Spanish or Indian story. (I use a taped recording of Joe Hayes; see bibliography). It is also effective to read a story such as one of the selections given with this lesson. This sets the scene for learning and gets the listener's attention.
2. After the story, spend some class time in discussion of the symbols the children may be aware of in the Spanish and Indian cultures, Attachment D. Also, explain how folktales and folklore are passed from generation to generation.
3. The United States also has various symbols of her heritage. Have the children help you construct a list of symbols that tell about our heritage as a nation (examples: eagle, flag, Statue of Liberty, Uncle Sam) Use a dictionary or encyclopedia to help the children identify the symbols. Record their ideas on the board.
4. Tell the class about the origin of Uncle Sam, Attachment D. Explain to the class that Uncle Sam can be used as a "storyteller". Uncle Sam would like to tell them the story about how the Bill of Rights came to exist, Attachment D.
5. Using the overlays of Uncle Sam and the cartoon characters with each amendment, briefly introduce each right to the class.

Day Two:

1. Provide a copy of the Bill of Rights for each team or group. (see appendix)

The Game of "Bill of Rights Connections", Attachment F, is a way of using team learning or small group interaction to reinforce the concepts of the lesson taught on day one. The gameboard is open ended and can be used in a variety of lessons.

"BILL OF RIGHTS CONNECTIONS"

(points)	1	2	3	4	5 (categories)
10					
20					
30					
40					
50					

In each column, attach a library book "pocket" to house a question card. This game is similar to *Jeopardy*, the TV show.

The rules of the game are as follows:

1. Select small groups of five to six students.
2. Have the groups choose a "spokesperson". They may rotate the job.
3. The group works together to formulate the correct question for the answer given in the column requested by the spokesperson. The response must be given in the form of a question.

   EXAMPLE: Team 1 says: "Column three for thirty points please.
   Leader says: "The first ten amendments to the Constitution.
   Team 1 says: "What is the Bill of Rights?"

The team with the most points at the end of a given time is the winner.

Day Three:

Discuss with the children the "rap fad" that has recently been popular in our country. Read to the class the first verse of a rap done by Barbara and Jim Bongard, Attachment J.

"The Constitution was made for you
And friends it was made for me.
It laid down the law for the government
And said all people are free."

Point out the rhythmic and rhyming features. The second and fourth lines rhyme.

First Line: -/-/--/-/
Second Line: -/--/-//
Third Line: -/--/--/--/
Fourth Line: -/-/--//

Assign small groups to take one of the amendments in the Bill of Rights and put it into the form of a "rap". Share these raps at the end of the period.

Day Four:

Provide materials for the exercise "Visitor from Outer Space", Attachment G. A variation on this activity may include the following:

1. Have the children brainstorm as many rights as they can think of that pertain to children. The teacher records the list on the board or asks for the assistance of a student.
2. Children should individually prioritize which rights they see as the top ten.
3. Tell each child to choose the one right out of his/her ten which they feel is the most vital and assign it twenty points. The second most important right is awarded fifteen points. The third receives 12 points. The remaining rights, in order are given 10,9,8,7,6, 5, and remaining points respectively.
4. Break into groups of four to six students. Ask each group to combine and total their points for each right on the list.
5. Reconvene the class and add the subtotals. The right which receives the greatest number of points should reflect which is most important to the entire class. This process should produce a list of rights in descending order of importance.

A class list of the ten most important rights can be put on a poster to serve as a guide for classroom government.

Day Five:

The teacher may bring in several newspapers and magazines for this activity. The teacher may assign the students to bring their own newspapers, magazine articles, and pictures which illustrate exercise or abuse of the Bill of Rights. Conduct a class discussion which helps define the right and how it is alluded to in the article or picture. A chart could be affixed to the bulletin board to categorize the newspaper or magazine articles and pictures. Possible categories could be ABUSE ... EXERCISE. This discussion and categorizing of rights will reinforce learning and will help synthesize information about the Bill of Rights.

TIPS FOR THE TEACHER:

To check for knowledge and understanding, the teacher could do some or all of the following activities.

1. Give a paper and pencil test, Attachment I. (study skills) The test may be given ORALLY to small groups as a competitive game with prizes to include . . . extra recess time, "goodies", team points etc. (communication skills)
2. Have the children produce a puppet show which demonstrates their knowledge of one or more of the amendments. (drama and theater)
3. Draw a storybook with captions which illustrate the ten amendments. (art and language arts)
4. Make a sand painting on black construction paper using corn meal and glue. The sand painting should depict one or more of the ten amendments. (language arts and art)
   and art)
5. Use modeling clay to create an effigy or symbol which tells an original story about one or more of the Amendments in the Bill of Rights. (art and storytelling)
6. This lesson includes a bibliography which lists books to read to, or be read by students. These books provide more information about Indian and Spanish culture and heritage. Extra credit work for reports (both written and oral) could be assigned. (study skills, language arts, social studies)
7. The students' discussions in the class period will provide an evaluation of their knowledge. Checking the written quiz, if given, will evaluate students' ability to list the Bill of Rights and what they know pertaining to the Storyteller and Spanish folklore. (social studies and study skills)
8. Invite a guest to the classroom to share Indian lifestyles, culture and stories having to do with the Indians. A resource person from a pueblo or Indian community could be identified by the Chamber of Commerce or Bureau of Indian Affairs. (social studies; writing a "Thank you" note is a language arts skill)
9. Invite the children to write a short story (to include a beginning, middle, and end) about some "right" they exercise or which has been violated. (writing, language arts)
10. Sing "Rap" to melody of "Go Tell Aunt Rodie" as a music integration.

ATTACHMENT A

Helen Cordero
Cochiti Pueblo

Pueblo Stories and Storytellers, by Mark Bahti, Published by Treasure Chest Publications, Inc., 1988

UNCLE SAM'S CHILDREN OVERLAYS

1. Religious and political expression

2. Right to keep and bear arms

3. Unlawful quartering of soldiers in peace and war forbidden

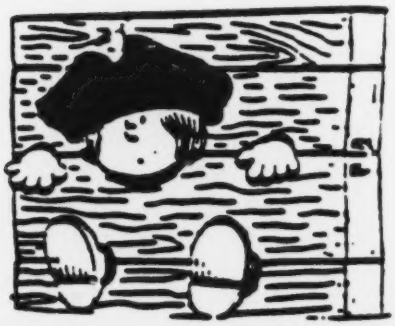
4. Unreasonable searches and seizures forbidden

5. Rights of persons accused of crimes

UNCLE SAM'S CHILDREN OVERLAYS

6. Protection in criminal trials

7. Jury trial in civil cases



8. Excessive bail or cruel and unusual punishment forbidden

9. People's rights retained

10. Powers reserved to the states and to the people

BACKGROUND INFORMATION

The many Indian Storytellers of the Pueblos of New Mexico have a long tradition of clay figurines and effigy vessels. The first contemporary storyteller figurine did not appear until 1964, when the well-known collector of folk art, Alexander Girard, encouraged Helen Cordero of Cochiti to expand upon the mother and child figurines (sometimes called 'singing mothers') and create one with many children. The figure she eventually created was of a pueblo man with five children on his lap and shoulders. It was made in memory of her remarkable grandfather, Santiago Quintana.

Quintana, in the interest of maintaining and preserving his culture's traditions, worked with visiting anthropologists for over forty years. His work began in the late 1800's. He helped preserve storytelling in the traditional manner.

It has been over a half century since Quintana's grandchildren gathered around him to hear a story. His grandchildren now have grandchildren of their own. But the man, and what he devoted much of his life to preserving, has not faded from memory — nor is it likely to.

During the long winter nights when the earth, plants, animals, and people were quiet and resting, awaiting the sun's return, storytelling was a regular nightly event. The stories transported the listener on a journey that would bring a renewal of life. Many stories could only be told during this season, when one was safe from lightning. An elder, usually a man, told the story. Children were admonished to sit up straight and listen carefully as the story unfolded.

Though these story-telling times are no longer so frequent, many still remember those nights and keep the tradition alive. The stories and the pottery figurines, called storytellers, commemorate ths tradition.

The Spanish Folktale, La Llorona: In the little villages of northern New Mexico, the children plead for the old ones to tell a story. Some of the most common stories told were the tales of "La Llorona", the "Weeping Woman". These and other similar stories probably came from Spain three or four hundred years ago. They arrived first in Mexico and then traveled north, as Conquistadors and colonists entered Nuevo Mexico (New Mexico).

The legend of Uncle Sam, When Americans think of Uncle Sam, most think of an imaginary character. There was a real man behind the picture, however. Samuel Wilson owned a meat packing business in Troy, New York, during the War of 1812. As a supplier to the Army, Wilson stamped his barrels "U.S." to show that the meat was going to the U.S. Army. One day in 1812, a government official visited the plant. As he walked by some freight stamped "U.S.", he asked a worker what the letters stood for. The worker did not know, and made a guess. "Uncle Sam," he said.

The United States Constitution. A constitution is a special set of rules for the government of a country to follow. The U.S. Constitution is the world's oldest written constitution still in use. We consider the Constitution a living, changeable document, which remains ageless by the fact that it is still flexible and used even 200 years later. Many countries which have constitutions today used the U.S. Constitution as a model. Generally speaking, other constitutions of the world are only about 15 years old and are typically neither enforced nor followed.

The Bill of Rights. The first ten amendments to the Constitution are referred to as the "Bill of Rights". They are a result of the anti-Federalists, who insisted on the addition of a bill of rights as a condition for ratification of the Constitution. The Bill of Rights was added in 1791.

COCHITI STORY

(Indian Story)

There once was a man who never believed in the ceremonies, or in living again after death. He lived in a village in a Cochiti Pueblo. He did not believe in "Shipap", the place where people came from before they were born or the same place where people went after death. He never danced or took part in the village ceremonies. Insects, birds, and snakes were not safe around this man. He purposely killed them.

One time this man found some eggs in a nest; he made holes in them and sucked them dry. He went back to the village to his house to rest after his meal. The village people suddenly hear a great noise that sounded like a whip! A snake flew through the air and into the man's mouth. He had eaten this snake's egg! The man fell over and the people were frightened away. The snake came out of the man's mouth with his eggs and slithered away. When the village people came back the man was dead.

The village people were preparing theman for burial. The priest of "Shipap" knew of this man and how he died. He sent for messengers to bring the dead man's spirit to "Shipap". As they traveled, the man's spirit marvelled at the beautiful fields full of green corn, yellow melons and young green bean plants. He questioned the messengers about how the road was so beautiful. "It is because the people who care for the fields and use the roads to bring water believe and have good hearts," replied the messengers.

When they arrived at "Shipap", he was taken before the headmen who were very sad. They were sad for all the things that this man had done and the things he had NOT done. They had great sorrow because this man had not believed and lived with a good heart. The man's spirit saw this and wept. The priest told him he could go back to his body, that is was not too late if he hurried. They counseled, "You must believe in everything!"

He readily agreed to the wise words of the council and went with the messengers back to the village and they hurled him back into his body. When he awoke, he reached up and hugged his father and mother. He told them about his experience with the priest, headsmen and messengers. He told them about how he was instructed to "...not harm snakes and insects or birds or any of our brothers. They told me that when I am hunting I must respect the spirits of those that let themselves be taken. They told me to believe in the Katsinas and the medicine men. They told me to believe in everything."

He always did. After he grew very old and he became a cacique who served the people well. (Cacique is a good person).

adapted from *Pueblo Stories and Storytellers* by Mark Bahti

LA LLORONA (THE CRYING WOMAN)

(Spanish Story)

This is one of the often-told folktales of the Southwest. It is known in the country of Mexico, also. People will tell many versions of this story and the storyteller will say that it happened in their very own city, town, or village. In the city of Santa Fe, New Mexico, you may hear it like this:

Long ago, in the city of Santa Fe, there lived a young girl named Maria. People said that Maria was the prettiest girl in New Mexico. She could even be the most beautiful girl in the world! But because Maria was so lovely, she thought that she was better than everyone else.

Maria's family was quite well-off and provided her with anything and everything a young girl could want. But she was never satisfied. She always wanted more and better.

Often Maria would spend time with her grandmother since she had very few friends in the city. She would tell her grandmother about her dream to marry the most handsome man in New Mexico. The grandmother would shake her head and council her about how the goodness of the man is more important than how he looks. Maria would not listen. She thought her grandmother was old and foolish. Grandmothers just don't understand.

One day a man came to Santa Fe who seemed to be just right for Maria. His name was Gregorio. He was a cowboy from east of the mountains. He could ride anything. He was handsome and all the girls in Santa Fe were falling in love with him. He would play his guitar beautifully and sing ... so romantically. Maria made up her mind that he was the man for her.

To attract Gregorio's attention she would ignore him if he paid attention to her. If he played his guitar or sang at her house, she wouldn't even come to the window.

Before long, Gregorio made up HIS mind, too! He vowed to win the heart of the proud and haughty girl, Maria. So things turned out just like Maria had planned.

Maria's family did not want her to marry Gregori. But of course she would not listen and married him anyway. The couple had two children and things went well for a time. But after a few years, Gregorio became restless and resumed his old ways. He would be gone for months at a time. He would come home only to see his children and told Maria that he didn't come to see her. He began to court other women. This made Maria very angry.

One night, Maria was in front of her home with her two children when Gregoria came riding by in a hired carriage. Another woman sat with him. He stopped and spoke to the children, but did not even look at Maria. He then drove up he street. Maria felt such anger and jealousy! It all turned against her children. She drug her children by the arm all the way to the river. She threw her own children into the water!

At the children disappeared into the water, Maria realized what she had done and ran along the bank to snatch her children from the current. But she was too late ... they were gone! She was driven by anger and guilt and ran recklessly so as to trip and fall on a rock. She hit her head and was killed. The body was found, but the city priest wouldn't let her be buried in the holy (camposanto) graveyard. So her parents buried her on the river bank. The story goes that on that very first night she wouldn't rest in the grave and was moving through the trees in a long winding white sheet, as a corpse dressed for a burial.

She cried, "aaaaaiiii ... mis hijos ... d'onde est'an mis hijos ...? (where are my children?) Night after night they saw her. They called her by a name every boy and girl in New Mexico knows ... La Llorona, (the weeping woman.) Parents tell their children, "When it gets dark, you get home! La Llorona is out looking for her children. She's so crazy if she sees you, she won't know if it's you or her own child. She'll pick you up and carry you away! We'll never see you again." The children heed that warning. They may play along the rivers and arroyos during the daytime, but when the sun sets, they hurry home!

142 adapted from *The Day It Snowed Tortillas* retold by Joe Hayes

BILL OF RIGHTS CONNECTIONS GAME QUESTIONS

Directions: Cut the questions/answers into strips and glue them onto 3 x 5 cards.

Category A:
GENERAL CONSTITUTION QUESTIONS

1. The Supreme (highest law of the United States.

   Question: What is the U.S. Constitution?

2. May to September 1787

   Question: When was the Constitution written?

3. Gouverneur Morris wrote it in its final form, but it was the outgrowth of ideas and comprimises of the delegates who attended the Constitutional Convention in Philadelphia.

   Question: What is the Constitution?

4. Fifty-five, from twelve of the thirteen states that were then the U.S.

   Question: How many delegates attended the Constitutional Convention?

5. Rhode Island

   Question: What state did not send a delegate?

6. Thirty-nine

   Question: How many of the delegates signed the Constitution?

7. Nine of the thirteen: three-fourths of the states

   Question: How many states had to ratify it?

8. An introduction listing six reasons for writing the Constitution.

   Question: What is the Preamble of the Constitution?

9. to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty for ourselves and our posterity.

   Question: What are the six reasons listed in the Preamble?

10. The Legislature, Executive, and Judicial branches.

    Question: What are the three branches of our federal government?

Category B:
BILL OF RIGHTS QUESTIONS

1. The first ten amendments to the Constitution.

   Question: What is the Bill of Rights?

2. December 15, 1791.

   Question: When was the Bill of Rights ratified?

3. The people of the United States wanted their personal rights written into the Constitution.

   Question: Why was the Bill of Rights written?

4. Freedom of religion, speech, press, assembly, and petition.

   Question: What five freedoms are quaranteed to the people by Amendment I?

5. So the states may have well-trained militia.

   Question: Why are people given the right to bear arms?

6. Not in peacetime, and only by law in wartime.

   Question: When can Congress order soldiers to be quartered in private homes?

7. A court order allowing a person to be arrested or searched; or allowing his property to be searched or seized, or all of these things.

   Question: What is a warrant?

8. Yes, but a fair price must be paid for it.

   Question: May the U.S. Government take private property for public use?

9. If a person had been tried and found innocent, he cannot be tried again for the same crime.

   Question: What is meant by double jeopardy?

10. Any powers not exclusive powers of Congress nor specifically denied to the states are powers reserved for the states.

    Question: What is meant by the "reserved" powers of the states?

Category C:
WORDS YOU NEED TO KNOW (give the synonym)

1. Individual liberties
   Question: What are personal liberties?
2. Call for; speak of write in favor of
   Question: What is an advocate?
3. Gathering of people
   Question: What is an assembly?
4. Correction
   Question: What is redress?
5. Complaint
   Question: What is a grievance?
6. Supply room and board for
   Question: What is to quarter?
7. Arrests or confiscations; taking of one's belongings
   Question: What is seizure?
8. Personal property
   Question: What are effects?
9. Written court order allowing the arrest, search, and seizure of certain persons or property
   Question: What is a warrant?
10. General search warrants
    Question: What are writs of assistance?

Category D:
STORYTELLER QUESTION:

1. The first contemporary one appeared in 1694.
   Question: When did the first storyteller figurine appear?
2. He is a well-known collector of folk art.
   Question: Who is Alexander Girard?
3. Girard encouraged this Indian to expand upon the mother and child figurines in pottery.
   Question: Who was Helen Cordero of Cochiti?
4. Santiago Quintana
   Question: Who was Helen Cordero's inspiration?
5. He kept the art of storytelling alive in the traditional manner.
   Question: Who was Quintana?
6. During the long winter nights, awaiting of the sun's return.
   Question: When were stories told?
7. One was safe from lightning and the snakes slept.
   Question: Why could particular stories only be told at night?
8. Storytellers commemorate this tradition
   Question: Why do the Indians make the pottery tell stories.
9. Measure your word against the story and its rhythm, give the stories plenty of time and paint the pictures as you need. Repeat a line that needs repeating, quietly, or perhaps loudly. Feel the story.
   Question: How should you read the stories? Why must you read the stories out loud?
10. The stories are largely folktales and religious materials.
    Question: What are the stories mainly about?

Category E:
SPANISH STORY: LA LLORONA QUESTIONS

1. The best known story in the Southwest.
   Question: What is La Llorona?
2. Maria
   Question: Who was the village girl who was so beautiful?
3. Gregorio
   Question: Who was the man Maria married?
4. If they passed on the street, Maria would look away, she ignored him.
   Question: How did Maria "catch" Gregorio to get him to marry her?
5. No, he would play with the children, and go to the cantina to drink wine and gamble all night. He began to court other women.
   Question: Was Gregorio a good husband?
6. Maria felt such anger, she drowned her own children.
   Question: How did Maria "get back" at Gregorio?
7. "When it gets dark, you get home!"
   Question: What did parents tell their children about the river?
8. The children may play along the rivers and arroyos during the daytime, but when the sun sets, they hurry home!
   Question: What is the lesson of the story?
9. When the church bells started to ring, La Llorona looked over her shoulder, dropped the boy, and disappeared.
   Question: How did the little boy get away?
10. The were five round, red marks . . . like fingers left on the shirt.
    Question: Why did the mother believe the boy's story?

A VISITOR FROM OUTER SPACE

Procedure:

1. Hand out attachment. Read through the intructions and ask students to make their selections. Students can work individually or in groups of 3.
2. List the ten rights on the board and poll the class on their ranking of each freedom. Ask students to give the reason behind their choices.

It is the year 1993 and you are living a quiet, prosperous life here in New Mexico. You are quietly watching television with your family when a special news bulletin comes over the TV station. You immediately see that this is not the normal type of news bulletin because there is what looks like a very strange creature on the screen—the only thing which is familiar is that he is speaking English. He tells you that he and his people have gained control over al the communications networks in the United States and that everyone had better pay attention to what he has to say. You change the channel—and just as he said—there he is on every station. He begins to speak very loudly, and you gather your family around because you are beginning to worry about what he is going to do. His speech is as follows:

My name is STHGIR and I am from the planet NOITUTITSNOC in another galaxy where the inhabitants are far superior to the beings on this planet EARTH. Just as we have gained control over the communications of the United States, we have the ability to take complete control over every one of your lives. We do not want a war between our planet and yours, but we do want to control some things so that we can live in peace and harmony with you. We have looked at some of your laws and the way your government operates and have found it to give too much freedom to the individual. Therefore, we are going to conduct a survey to try and arrive at a decision with which both you and I are happy. As I have said, I do not want to take everything away from you—but I can't allow you to continue to live as you have in the past. Therefore, I am giving you a list of ten of the rights which you now have according to your Constitution. You are to look over the list and decide which of theten are most important to you. I will allow you to keep FIVE of the ten rights, the five which get the most votes from all the citizens of the United States. You are to rank the following rights in the order in which you would give them up, with **1** being the one you would give up last and **10** being the one you would up first. After you have completed your ranking you will receive further instructions.

____ Right to bear arms

____ Right of freedom of speech

____ Right to legal counsel

____ Right to protection from cruel and unusual punishment

____ Right to freedom of press

____ Right to jury trial

____ Right to freedom of religion

____ Right to assemble peacefully

____ Right protecting self-incrimination

____ Right to privacy

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from various lists

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OTHER BYRD BALOR BOOKS:

When Clay Sings
Before You Came This Way
The Desert is Theirs
Hawk, I'm Your Brother
They Put on Masks
Everyone Needs a Rock
Amigo

SOME GOOD BIOGRAPHIES

Maria Martinez
Pablita Velarde
Annie Wauneka
all by Mary Carroll Nelson

OTHERS

. . . and now, Miguel by Joseph Krumgold
Salt Boy by Mary Perrine
Knots on a Counting Rope by Bill Martin
Arrow to the Sun by Gerald McDermott
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QUIZ FOR UNDERSTANDING

WORD BANK: religion, denied, speech, exclusive, press, people, assembly, states, petition, bear arms, rights, militia, branding, quarter soldiers, torture, war, unusual, search, fines, seizure, unreasonably, warrant, jury, indicted, twenty, grand jury, court, double jeopardy, lawyer, testify, executed, witnesses, imprisoned, charges, fined, due process, cruel, public, fair price, public promptly.

1. Amendment One guarantees freedom of _____, _____ _____, _____, and _____.

2. Amendment Two gives the right to _____ _____ for the purpose of having well trained _____.

3. Amendment Three forbids the government to _____ _____ in the private homes except during time of _____.

4. Amendment Four forbids the _____ and _____ of a person or his property without a _____.

5. Amendment Five says that no person may be tried in a federal court for a serious crime unless he is _____ by a _____.
   Persons on active military service, during time of war, are excluded from this right.
   No person may be placed in _____ _____.
   No person may be forced to _____ against himself.
   No person may be _____, _____ or _____
   except by _____ _____ of law.
   Private property may not be taken for _____ use unless the owner is paid a _____ _____

6. Amendment Six provides that an accused person must be tried _____ and in _____. He/she has the right to a _____. He/she must hear _____ made against him/her and _____ who testify against him/her. He/she may have _____ subpoenaed to speak for him/her. He/she has the right to a _____, and if he/she cannot afford one, the _____ must provide one.

7. Amendment Seven states that if more than _____ dollars is involved in a civil suit, the disputing parties may have a trial.

8. Amendment Eight says that no _____ high bail or _____ may be imposed and that no _____ or _____ punishments, such as _____ or _____ may be inflicted upon a person.

9. Amendment Nine informs the people that they have too many _____ to list them all in the Constitution, but these _____ are theirs and cannot be taken away.

10. Amendment Ten gives to the _____ and the _____ all powers not listed as _____ powers of the United States, or not specifically _____ the states.

ATTENTION

(Below are the answers to the test above ... **DO NOT REPRINT FOR STUDENTS...**)

religion, speech, press, assembly, petition, bear arms, militia, quarter, soldiers, war, search, seizure, warrant, indicted, grand jury, double jeopardy, testify, executed, imprisoned, fined, due process, public, fair price, promptly, public, jury, charges, witnesses, lawyer, court, twenty, unreasonably, fines, cruel, unusual, torture, branding, rights, states, people, exclusive, denied

Celebrate the significance of 1787 in an upbeat 1980s' way...

Do the Bill of Rights Rap!

If your school is planning a program in honor of the bicentennial of the Constitution, here's a way to make your class the hit of the show.

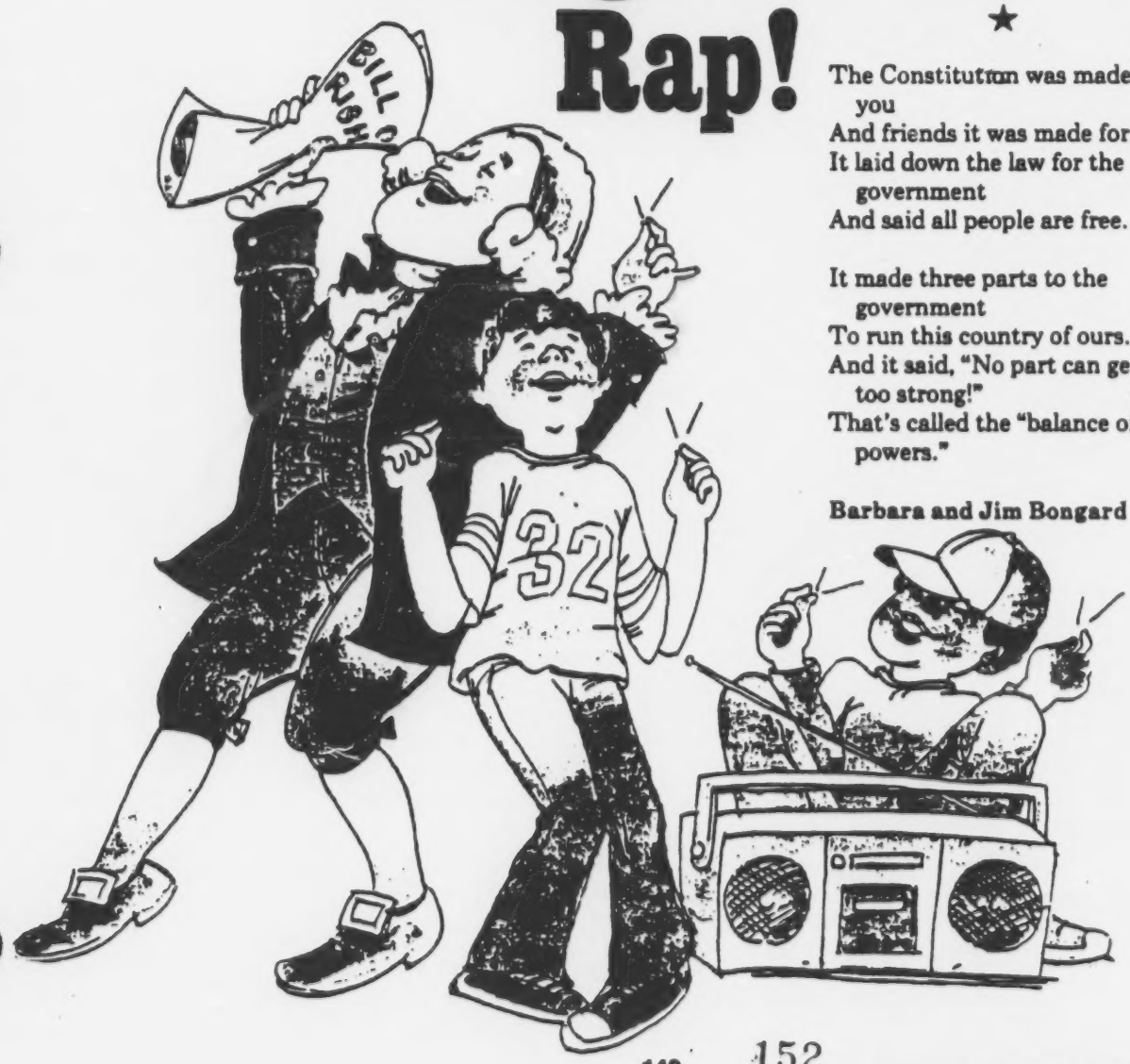
To do this rap, you don't need music, just a steady rhythmic beat—such as handclapping. By assigning stanzas to individual students, you can also perform the rap for one other in the classroom. Encourage kids to put personality into their performance!

★

The Constitution was made for you
And friends it was made for me.
It laid down the law for the government
And said all people are free.

It made three parts to the government
To run this country of ours.
And it said, "No part can get too strong!"
That's called the "balance of powers."

Barbara and Jim Bongard



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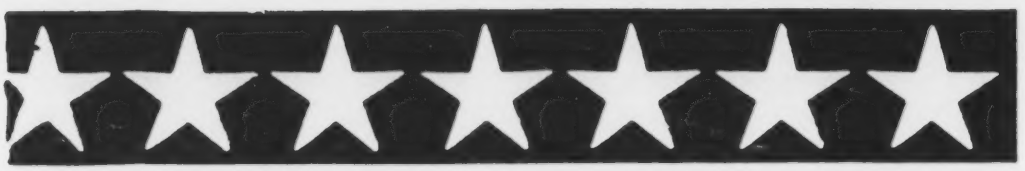

We have a president and senators
And representatives, too,
A Supreme Court with lots of judges
And voters—yes folks, that's you.

When the Constitution was written down,
Some started to scream and shout.
They said, "There are too many freedoms that
This document has left out!"

James Madison helped to fix it up
With some special guarantees.
We call these freedoms the Bill of Rights.
They're our civil liberties.

This thing we call the Bill of Rights
Is the Amendments from one to ten.
Now listen closely while we rap them out,
'Cause we aren't goin' through them again!

Number One says we've got freedom
Of religion and speech and press.
And we've got the right to assemble,
And to petition for redress.

Number Two says that this country
Needs to keep itself from harms,
So we need a state militia
And the people need to keep their arms.

Number Three says army soldiers
Don't have to live with us.
If we don't want them in our house
Then the government can't fuss.

Number Four was written mainly
To keep police in line.
They need to have a warrant
To search your house or mine.

Number Five says no court can put you
On trial more than just one time.
You don't have to testify against yourself
If they accuse you of a crime.

Number Six says if you're on trial you
Must be told what the charges are.
You must have a lawyer, and witnesses
Must testify before the bar.

Number Seven is a special guarantee
So you need have no fears.
It gives each citizen the right to trial
By a jury of your peers.

Number Eight says it's wrong for punishment
To be unusual or cruel.
And your fine or bail can't be so high
That it goes against the rule.

Number Nine was put in there
To let the government know
That we all have a lot more freedoms
Than this Bill of Rights can show.

Number Ten says the *people* have the power
In the American institution.
And the government can only do
What it says in the Constitution.

Now there's a lot more we could rap about
That we don't have time to say.
So we're callin' on *you* to think about
What it means to *you* today.

Though it's been around 200 years
What it said back then is true.
The Constitution was made for me
And friends—it was made for you!

Barbara Boegard is kindergarten director, Auburndale School, Cordova, Tennessee. She collaborated with her husband.

IMMIGRATION:
An Introduction to Immigration Procedures

Annette Litin

Cochise Elementary School
Scottsdale, Arizona

LESSON OVERVIEW:

Children from many different countries are now entering our school system. Most of them speak English, some do not. Provisions are made for immigrant children to learn English, but they come from many different cultures. There is a need to understand these children, recognize their differences, and afford our native children an opportunity to learn about other cultures. There is also a need for immigrant children to learn about and develop an understanding of our culture.

Studying about immigration will enable the children to learn our culture as well as help the teacher integrate the study of other cultures with the study of the United States Constitution. Students will also learn how laws develop and function in our society.

It is suggested that this unit be done as an integral part of the existing curriculum by infusing a study of immigration with current instructional materials and techniques.

GOALS:

As a result of this lesson, students will:

- understand and appreciate the United States Constitution;
- understand immigration laws developed by the United States Congress;
- appreciate the roles of their Representatives/ Senators;
- develop a foundation of knowledge, understanding and appreciation of other cultures.

GRADE LEVEL:

This lesson is appropriate for students in first and second grade. The format can be expanded for other grade levels.

MATERIALS AND OUTSIDE RESOURCES:

1. **An American Tail**—A Steven Spielberg film
   This film portrays the story of an immigrant mouse family from Europe and the adventures which befell them. The video version of this film is available for purchase or rental at most video rental stores.
2. **Immigration**—Safeguard Law-Related Education Program, Boulder, Colorado.
3. Freedman, Russell, **Immigrant Children.** New York: E.P. Dutton, 1980.
   This is a picture story of immigrant children in the early 1900's.
4. Cohen, Barbara, **Molly's Pilgrim.** New York: Lothrop, Lee and Shepard Books, 1983.
   This is the story of an immigrant girl finding acceptance in the classroom.
5. handout 1, Pre Test/Post Test
6. handout 2, Vocabulary list
7. handout 3, "The Immigrant"—song by Neil Sedaka
8. handout 4, **The New Colossus**—by Emma Lazarus
9. handout 5, **All of Us**—by Carmino Ravosa
10. handout 6, Quotation from Justice Felix Frankfurter
11. handout 7, **Why Did They Come Here?**—by Sarah Barchas
12. handout 8, Boggess, Louise, **Oath of Allegiance** from **Journey to Citizenship**, Funk & Wagnells, 1967.
13. copy of the United States Constitution (See Appendix)

BACKGROUND FOR THE TEACHER:

Article I, Section 8 of the United States Constitution gives Congress the power to establish a uniform Rule of Naturalization.

Amendment XIV provides all persons born or naturalized in the United States with equal protection of the laws.

Discussion of the various immigration laws from the Alien Act of June 25, 1798 to the recent Simpson-Mazolli Act will add to the background information for the students.

PROCEDURES:

1. Administer the Pre-test, Handout 1.
2. Show film **An American Tail.** Discuss the film.

3. Present and discuss the United States Constitution. Highlight Article I, Section 8 and Amendment XIV to establish that the Congress is the only vehicle to enact laws establishing a uniform Rule of Naturalization. Introduce and discuss the Bill of Rights (first 10 amendments) to establish the rights to which all citizens are entitled.
4. Continue the discussion of the United States Constitution by introducing the concept of the three branches of government; the Legislative, Executive and Judicial branches, their compositions and functions.
5. Discuss immigration laws; what are some of the provisions of the laws and why they were enacted? Vocabulary related to immigration should be introduced and defined for the children in age-appropriate language throughout the program.
6. Select children to play roles of immigrant children in a school setting. This should be a loosely constructed skit. The character roles can reflect the nationalities represented in the classroom. The skit should demonstrate the problems faced by immigrants and how their problems can vary under different circumstances.
7. Analyze each character in the role playing by studying the culture of origin in terms of: language, food, songs and native dances, holidays and other unique features, including the country's location.
8. Explain that the Founding Fathers were not all born in the Thirteen Colonies.
   a) Identify the Founding Fathers
   b) Determine where each was born
   c) Identify what colony each person represented at the Philadelphia Convention
9. Discuss naturalization procedures. What must each foreign-born person do if he desires to become a citizen of the United States?
10. Describe the naturalization swearing in ceremony. Make plans to attend a ceremony, if possible. If not, re-enact the ceremony in the classroom.
11. Administer the post-test.

TIPS FOR THE TEACHER:

- Assess the group's attitude towards children who are different through an attitudinal survey prior to beginning the program.
- On-going evaluations should be an integral part of this unit.
- This lesson can be extended to encompass greater detail at upper grade levels. For example, a fifth grade teacher could utilize the quota system to create math problems based upon the waiting list of immigrants from each country.
  EXAMPLE: Five hundred Japanese citizens are permitted to enter the United States each year. The waiting list contains 2500 names. How long would a child who arrived in the United States on December 13, 1987 have to wait before he could become a naturalized citizen?
- The countries represented in the skit could change from year to year. This should be done to reflect the nationalities represented in the classroom that year. A school could elect to study certain countries at each grade level.
- Stories and poems about children of other cultures, the Founding Fathers, and the Constitution can be read to the children throughout the year.
- After the presentation of the program, a survey should be administered to help determine whether attitudinal changes have taken place.
- Pre-tests and post-tests should be administered to determine how much learning has taken place as a result of adding this program to the curriculum.

PRE-TEST/POST-TEST SURVEY 1

IMMIGRATION PROGRAM

1. Do you know what an immigrant is? YES NO
2. Do you know what naturalization is? YES NO
3. Do you know what a citizen is? YES NO
4. Do you know what an alien is? YES NO
5. Do you know what a visa is? YES NO
6. Do you know what a refugee is? YES NO
7. Do you know what a quota is? YES NO
8. Do you know what discrimination is? YES NO
9. Do you know what assimilation is? YES NO
10. Do you know what a "green card" is? YES NO

11. What color is a card which permits an immigrant or alien to work in the United States?
    A. red B. white C. green

12. A person who comes into the United States to settle permanently is called
    A. an immigrant B. a citizen C. a migrant

13. What is an illegal alien?
    A. a United States citizen
    B. a person who is in the United States without papers required by the U.S. government
    C. an immigrant

14. Who wrote the laws on naturalization?
    A. George Washington B. Thomas Jefferson C. United States Congress

15. Who writes the laws of the United States?
    A. the President B. your parents C. Congress of the United States

16. Who said that Congress will write the laws on naturalization?
    A. George Washington B. Article I, Section 8 of the U.S. Constitution C. police

17. How long does it take to become a United States citizen?
    A. 5 years B. one month C. one year

18. A visa is
    A. something you see
    B. an official signature on a passport giving someone permission to be in a country
    C. a kind of material

19. A refugee is
    A. A person who flees for safety to a foreign country
    B. a place to live
    C. your own bedroom

20. A foreign country is
    A. United States of America B. China C. Mexico D. B and C

PRE-TEST POST-TEST SURVEY
IMMIGRATION PROGRAM

ANSWER SHEET

NAME _____ DATE _____

1.	YES	NO	11.	A	B	C
2.	YES	NO	12.	A	B	C
3.	YES	NO	13.	A	B	C
4.	YES	NO	14.	A	B	C
5.	YES	NO	15.	A	B	C
6.	YES	NO	16.	A	B	C
7.	YES	NO	17.	A	B	C
8.	YES	NO	18.	A	B	C
9.	YES	NO	19.	A	B	C
10.	YES	NO	20.	A	B	C D

IMMIGRATION PROGRAM

VOCABULARY LIST

immigrant—someone who has come into a country to live for a long time.

alien—someone who is not a citizen of the country in which he/she lives.

citizen—someone who is born or chooses to live in a state and/or country as a member of that state and/or country.

visa—an official document, giving permission for someone to be in a country.

passport—papers or book giving official permission to travel or stay in another country.

green card—a time-limited work permit.

refugee—someone who runs from his country for refuge or safety because he/she was treated badly in his/her own country

migrant—someone who moves from place to place to find work.

naturalization—how someone becomes a citizen of a country different from where he/she was born.

non-immigrant—someone who is in the country temporarily, such as a visitor, student or government official.

illegal/undocumented alien—someone who is in a country illegally and is without papers required by government.

ethnic—having to do with the various races of people and the characteristics and customs of each.

quota—a set number of people that may be admitted to a country.

apprentice—someone learning a job from a skilled worker.

controversy—a question about which differences of opinion exist.

discrimination—unfair treatment, especially because of a dislike of people of other races, ethnic background, or religion.

assimilate—become like the people of a nation in customs and viewpoint.

persecution—bad treatment, especially because of religious or political beliefs.

belief—the way we think and feel about something.

"THE IMMIGRANT"
(Words from a song by Neil Sedaka)

Harbors open their arms
to the young searching
Foreigner
Come to live in the light
of the beacon of liberty
Planes and open skies, billboards
would advertise
Was it anything like that when
you arrived?
Dreamboats carried the future to
the heart of America
People were waiting in line for
a place by the river.

CHORUS:
It was a time when strangers
were welcome here.
Music would play
They tell me the days
were sweet and clear
It was a sweeter tune and
there was so much room
that people could come from
everywhere.

Now he arrives with his hopes
and his heart set on miracles
Come to marry his fortune with
a handful of promises
to find they've closed the door
They don't want him anymore
There isn't anymore to go around
Turning away he remembers he once
heard a legend
that spoke of a mystical, magical
land called America.

HANDOUT #4

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient land, your storied pomp!" cries she
With silent lips. Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me:
I life my lamp beside the golden door.

Emma Lazarus
"The New Colossus" 1883

ALL OF US

by Carmino Ravosa

All of us, come across the water.
All of us come across the sea.
All of us come from somewhere,
You're no diff'rent than me.

All of us, come across the water.
All of us come across the sea.
All of us come from somewhere,
from the old country.

All of us, come across the water.
All of us come across the waves.
Some of us come as free men
other come as slaves.

Some of us we were born in Scotland,
Some of us born in Germany,
Africa, England, Holland,
France and Italy.

Some of us we were born in Athens
Cairo, Venice, Rome.
Some of us born in Hong Kong
but now this is our home.

Some of us were born as Christians,
Hindus, Moslems, Jews.
But we must live together
with diff'rent points of view.

All of us come across the water,
All of us come across to be,
In this golden land of plenty,
and opportunity.

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HANDOUT #6

"The conditions for entry of every alien, the particular classes of aliens that shall be denied entry altogether, the basis for determining such classification, the right to terminate hospitality to aliens, the grounds on which such determination shall be based, have been recognized as matters solely for the responsibility of the Congress and wholly outside the power of this Court to control. Courts do enforce the requirements imposed by Congress upon officials in administering immigration laws and the requirements of Due Process may entail certain procedural observances. But the underlying policies of what classes of aliens shall be allowed to stay, are for Congress to determine . . ."

Justice Felix Frankfurter
Supreme Court

WHY DID THEY COME HERE?

words and music by Sarah Barchas, ASCAP
©1980 Sarah Barchas dba High Haven Music

1. Why did they come here?
   Why did they come here
   from far across the sea?
   Why did they come here?
   Why did they come here
   so many years ago?

   They had a dream, a dream
   a dream for a better life.
   And they held strong to that dream,
   that dream for a better life.
   To choose how to live and think and be.
   And most of all, and best of all,
   to live free.

2. Why did they come here?
   Why did they come here
   and leave their homes behind?
   Why did they come here?
   Why did they come here?
   What did they hope to find?

   They had a dream, a dream,
   a dream for a better life.
   And they held strong to that dream,
   that dream for a better life.
   To choose how to live and think and be.
   And most of all, and best of all,
   to live free.

3. Some who were brought here
   Some who were brought here
   felt hopes were crushed and still.
   Some who were brought here
   Some who were brought here
   were brought against their will.

   But even they had a dream
   a dream for a better life.
   And they held strong to that dream,
   that dream for a better life.
   To choose how to live and think and be.
   And most of all, and best of all,
   to live free.

4. Still do they come here.
   Still do they come here.
   More come here every day.
   Still do they come here.
   Still do they come here
   to seek another way.

   They have a dream . . .

Folkways Records
FC7590
IN THIS OUR LAND:
Songs About America
©1980

OATH OF ALLEGIANCE

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen, that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the armed forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by law; and that I take this obligation freely without any mental reservation or purpose of evasion: so help me God."

From Louise Boggess. **Journey to Citizenship.** Funk & Wagnells, 1967.

"RESPONSIBLE RESOLUTIONS" or "KID POWER"

Lois Morris

Potowomut School
Warwick, Rhode Island

LESSON OVERVIEW:

The purpose of this lesson is to let students know that the government is **THEIRS!** Even as young citizens who cannot vote, they can have political power. They can make changes when they know how to go about it, using the proper steps in chronological order. The issues can include anything important and realistic to the students, something that affects them personally, their school, their neighborhood, town, city, state or country. Meaningful changes can be influenced by students when they have the "Know How"! Students of law-related education (LRE) are the leaders of tomorrow. They are the least likely to get in trouble because they know the law and how to live within it. Students will learn to research, write a petition and present it to people in positions of authority.

GRADE LEVEL:

This lesson is appropriate for Kindergarten through Sixth grade and can be integrated into Social Studies, Language Arts, Math, Music, Science and Health.

MATERIALS AND RESOURCES:

General Supplies:

1. paper
2. stamps
3. envelopes
4. pens
5. pencils
6. wood
7. cardboard
8. paint
9. markers
10. rulers
11. other resources include piano, drums and musical instruments, library books, newspapers, bulletins, periodicals, and access to the telephone.

GOALS:

As a result of this lesson, students will:

- choose an article in the print media on a current subject which is of interest to the students;
- learn the procedure whereby a bill becomes law;
- write letters about their concerns to governmental officials;
- use the card catalog in the library;
- verbally communicate with elected officials and speak in public;
- make political signs and posters;
- write appropriate music using their own lyrics;
- create a fund-raising event to finance field trips, signs, posters, newspaper ads, etc.

PROCEDURES:

1. Choose a meaningful and current issue:
   Students bring in news articles of interest to them. The articles are read to the class and discussed for meaning and relevance. After a full discussion, a class vote is taken to decide which issue should become the focus of a class project.
2. Research:
   Have the students research written materials on the topic. They should learn to take notes and give oral presentations to the class. Discuss: "What are the issues? What do they mean to you and me? How might they affect you and me? Do the issues involve any of our individual rights?" This is where the teachers can create enthusiasm an get students excited and interested. Give the students a CAUSE! They love to be involved in change, to contribute to social improvement and the betterment of all.
3. How and where to get resources and materials:
   If students elect to make the issue a class project, they will use the school and local public libraries for research. Brain-storm answers to the following questions? "Where do I go for background materials? Who do I see and interview? What videos can I get that will help me? etc." Divide students into small groups and choose a task. Interview local, state, and congressional leaders, lobbyists, police officers, firefighters, mayors, Chamber of Commerce leaders, or Better Business Bureau personnel. Talk to lawyers, judges, and any other

persons who have expertise on the topic. Follow the research with a debriefing lesson, discussing the pros and cons of the issue.

4. Field Trips:
   Visit museums, state capitols, newspapers, printers, local businesses, airports, farms, large corporations, etc., to get first-hand accounts on the issue. Discuss a lobbying effort.
5. Media Coverage:
   Contact local television and radio stations, state and local newspapers, trade magazines, bulletins and periodicals. Publicize your stand on the issue. Prepare and distribute press releases. Students love to know their efforts are being recognized. Here is an opportunity for students to understand how the media works. The media may not use your press release exactly as you have written it. They have to write and edit their own copy. Press releases might not appear in print the same way you intended them to appear. Prepare your students for this. Remember to thank everyone with whom you visited or who sent materials. Use hand-printed notes and phone calls.
6. Write the petition:
   Students discuss what to include in their petition. Use a typewriter, a word processor, or hand write the petition. Have a parent or a lawyer review your petition for accuracy. Learn about lobbying. According to Webster's Dictionary, lobbying is defined as "conducting activities aimed at influencing public officials and especially members of a legislative body on legislation; promoting, as a project, or securing the passage of legislation, by influencing public officials." Involve parents, school faculty and administration.
7. Present the petition:
   Find out which government official should receive your petition. Present the petition in person if possible. Find out the steps by which a petition is reviewed or enacted into law. The process differs from jurisdiction to jurisdiction. Help the students find the proper person to receive the petition by talking to the mayor or council president. Get on the agenda of the next meeting. Present your issues in the petition. Know the facts and be prepared to defend your stand.
8. Follow-up:
   Students should make phone calls and write letters to inform the authorities of your interest. Thank them for their consideration. Get the community to participate by writing "Letters to the Editor", and making phone calls to the councilmembers. Attend the council meeting where the issue is up for debate. Lobby with signs. At the conclusion, send "Thank you" notes even if the petition does not pass. Remember, you can always try again. Timing is important!
9. Closure
   If the council votes in favor of your petition, it becomes an ordinance, resolution, or law. The students should be proud of their accomplishment! If the vote was against your petition, (a distinct possibility), prepare the students to experience a setback. Have them rewrite the petition with the help of a lawyer, maybe the wording was vague or the town already has a similar law on the books. Try again next year or when a new council is elected.

EVALUATION: "Timing is Crucial"

This procedure works. It worked for us and it can for any class. The students learned where to go for resources. They carried out the necessary steps and proved that elementary school students, when informed, can make a difference.

It is very important to write follow-up letters, phone calls, or any other show of support with thank you letters.

TIPS FOR THE TEACHER:

Students get so excited about the prospect of improving their world, that you can hardly hold them back once they are motivated. Channel their energy to experience success with you as their guide. Once having acquired this skill, students can use it forever and have a lifelong influence on their government. Well informed young people are the governmental leaders of our future. Share the "Know How" now!

ADD SPICE TO YOUR TOWN WITH CONSTITUTION 200 +1 + 2 + . . .

Velma L. McKinney

McKinley Middle School
Coffeyville, Kansas

LESSON OVERVIEW:

This is a two-part lesson plan. Part one will focus on the flag, national symbols and important documents of our country. The study of the flag, our most visible symbol, the Pledge of Allegiance and other important documents will help students understand the history and meaning of national symbols. Part two will focus on the use of community resources to teach about our legal heritage.

This plan is designed to be used at various times during the school year as an on-going program in citizenship. Use of community resources will be the result of student involvement in activities such as historical research and visiting local courtrooms, city hall, commission meetings and other situations where exposure to the legal system can occur.

These lessons can be part of an interdisciplinary program or as individualized study.

GOALS:

As a result of these lessons students will:

- develop an understanding of the symbols and important documents of the United States;
- identify opportunities to become involved in citizenship programs in the community;
- develop research skills for local history and historical places;
- increase their critical thinking and writing skills

GRADE LEVEL—Time: The School Year

While these lessons are designed for upper elementary students, they may be simplified or expanded to involve all elementary students. They can be used in the reading, language arts, or social studies curriculum.

MATERIALS AND OUTSIDE SOURCES:

1. copies of the Constitution for each student
2. books about the flag
3. poster of Declaration of Independence
4. American flag
5. other flags
6. illustrated poster of flag salute
7. handout 1, "Hello, Remember Me?"
8. handout 2, "The Pledge to the Flag."

Optional Materials:

9. historical and local maps
10. plays
11. textbooks
12. historical recource books
13. films
14. filmstrips
15. pictures
16. poetry
17. library books
18. art supplies
19. slides
20. AV equipment
21. COMMUNITY RESOURCE PERSONS
    a. Daughters of the American Revolution
    b. local and state bar associations
    c. city officials
    d. Veterans of Foreign Wars
    e. The American Legion
    f. parents
    g. legislators
    h. government agencies
    i. community organizations

PROCEDURE:

PART ONE:

Part 1A, The Flag

1. Share the reason for discussing the flag. Explain that it will help students understand the meaning and the respect we should show it.
2. Distribute Handout 1, HELLO, REMEMBER ME?
3. Discuss student's feelings about the flag and the pledge they are making to their country when they recite the Pledge of Allegiance.
4. Provide each student with a copy of Handout 2. (THE PLEDGE TO THE FLAG.)
5. Display various books on flags, posters, other flags, and information about the author of the Pledge.
6. Discuss the changes to our flag including the salute changing from head to heart. You may also want to discuss the changes in the Pledge of Allegiance, including the addition of the words "under God."

7. With student input, design a flag using student imagination, drawing skills, creative ideas and personal research.

EXTENDED ACTIVITIES:

1. Get on the agenda at the next city council meeting and have a parade displaying the students' flags.
2. Get students involved with displaying the flags at local cemeteries during Veteran's Day, Flag Day, or Memorial Day.
3. Research the background of Veteran's Day, Memorial Day, Flag Day, Independence Day.

Part 1B, The Declaration of Independence

1. Begin lesson with a question and answer session to get students involved. Use encyclopedias and history books to research the Declaration of Independence.
2. Share information about the American Revolution and events leading to the writing of the Declaration.
3. Role play a re-enactment of the winter at Valley Forge with Washington and his troops.
4. Use historical poems, simple poems/books to begin the lesson.
5. Use patriotic music to begin discussion of the Declaration of Independence.

EXTENDED ACTIVITIES:

Do research on George Washington and the Washington Monument.

1. Use the Music from "1776," a stage play, to stimulate interest in the Declaration of Independence.
2. Use songs such as "You're a Grand Old Flag", "God Bless America", "The Stars and Stripes Forever", "Battle Hymn of the Republic", "America the Beautiful" and "The Star Spangled Banner."
3. Introduce students to other popular songs used during the war years such as "The Marine's Hymn", "Anchors Aweigh" (Navy), "The Caissons Go Rolling Along" (Army), and "The Wild Blue Yonder" (U.S. Air Force).

Part 1C, The Constitution

1. Distribute individual copies of the Constitution
2. Develop an awareness of the structure of the Constitution by having students work in small groups. Have them list the major sections of the Constitution and what each section is designed to accomplish.
3. Have the students write a class constitution.

Part 1D, The Bill of Rights

1. Share "A New True Book—THE BILL OF RIGHTS" with students.
2. Discuss with students the amendments and how they relate to their lives.
3. Continue discussion and have copies of the Constitution for each student to refer to as they discuss each right.
4. Create a word game or puzzle concerning the Bill of Rights using cartooning skills.
5. Other documents and symbols that may be introduced to students include:
   - The American Creed
   - Liberty Bell
   - Banners with historical dates and words
   - The Statue of Liberty
   - Magna Carta
   - Fife and Drum
   - Eagle—Great Seal

PART TWO:

RATIONALE FOR USING COMMUNITY RESOURCES IN EDUCATION

Community based education is an important part of the school curricula, one that affects all children. Children from both low income and more affluent families need to learn in different environments and can benefit from a glimpse of life beyond the school.

Advantages of this type education are: (1) there is little cost attached to community-based education (2) community-based education has immediacy that textbook materials lack (3) the most important fact is the community-based materials and resources have a special reality for students.

This program can include resource persons from municipal, county, state and federal government. It should involve persons from business and can be tailored to the maturity and needs of the students.

Part 2A, Research the History of your Community

1. Use primary source material from newspapers, personal journals and interviews with local citizens.
   a. Discuss early history to create interest.
   b. Decide on time period and type of information to be gathered.
   c. Plan when and how the research will be obtained.
   d. Assign groups that can work together.
   e. Have permission to go out into community.
   f. Do actual research and compile in usable form.

2. Extend activities by doing research on historical homes and places of interest in the community.
3. Other activities include the followina:
   a. Visit the polls on election day.
      (1) Interview voters of different age groups
      (2) Interview the persons who work at the polling place.
   b. Investigate the possibility of a newspaper column with editor of local newspaper.
   c. Help with federal census in 1990 with student-parent involvement.

Part 2B, Community Service Activity

Get students involved in cleaning up the environment. Contact local authorities to identify the types of help needed. Get permission forms and arrange for the necessary transportation and equipment. Arrange for parent involvement.

Part 2C, Public Meetings

1. Attend a trial in municipal or district court. Have students gather information.
2. Tour city offices.
3. Attend a city commission meeting.

Get a release time from classes, permission forms, contact persons where you want to go, etc.

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Findlay, Bruce and Esther. *Your Rugged Constitution.* Stanford, CA: Stanford Univ. Press, 1969.

Bennett, M.R., ed. *Old Glory—The Story of Our Flag.* Philadelphia, PA: Betsy Ross House.

Langton, Jane. *The Fragile Flag.* New York: Harper, 1984.

- Books for children:

  If You Were There When They Signed the Constitution
  A New True Book—THE CONSTITUTION
  A New True Book—THE BILL OF RIGHTS

- Evaluations of these lessons will be ongoing as each activity or unit is completed.

TIPS FOR THE TEACHER:

• The flags made by the students with parental help were very special and added the "SPICE" in our school and a public display in a shopping mall.
• Involving resource persons is an added dimension in this type of plan. The plan can be expanded to involve all subject areas to create interest in law-related education in all areas.
• I found that this type of program has made students more aware of day to day happenings as we discussed these documents and the electoral process.
• I found that is was an easy, exciting way to reach middle school students and there was much more material available that I could include to expand or redirect the program.
• A checklist evaluation of areas covered with space for comments would help teachers know how students viewed the study of citizenship at their level.

HELLO, REMEMBER ME?

Some people call me Old Glory, others call me the Star Spangled Banner, but whatever they call me, I am your Flag, the Flag of the UNITED STATES OF AMERICA . . . Something has been bothering me, so I thought I might talk it over with you . . . because it is about you and me.

I remember when people would line up on both sides of the street to watch a parade, and naturally, I was leading it, proudly waving in the breeze. When your daddy saw me coming, he immediately removed his hat and placed it against his left shoulder so that the hand was directly over his heart . . . remember?

And you, I remember you, standing there straight as a soldier. You didn't have a hat, but you were giving the right salute. Remember little sister? Not to be outdone, she was saluting the same as you with her right hand over her heart . . . remember?

What happened? I'm still the same old flag. Oh, I have a few more Stars since you were a boy. A lot more blood has been shed since those parades of long ago.

But now I don't feel as proud as I used to. When I come down your street you just stand there with your hands in your pockets and I may get a small glance and then you look away. Then I see the children running around and shouting . . . they don't seem to know who I am . . . I saw one man take his hat off, then look around, and when he didn't see anybody else with theirs off, he quickly put his back on.

Is it a sin to be patriotic anymore? Have your forgotten what I stand for and where I've been? . . . Anzio, Guadalcanal, Korea and now Vietnam. Take a look at the Memorial Honor Rolls of those who never came back in order to keep this Republic free . . . One Nation Under God . . . when you salute me, you are actually saluting them.

Well, it won't be long until I'll be coming down your street again. So, when you see me, stand straight, place your right hand over your heart . . . and I'll salute you, by waving back . . . and I'll know that . . . YOU REMEMBERED!

THE PLEDGE TO THE FLAG

I	An Individual Myself "We, the people of the United States" I am one of the "posterity" for whom the Constitution was written. A citizen and a future voter; A responsible human being.
PLEDGE	A pledge is not lightly given nor carelessly broken. I guarantee Upon my honor as a citizen Promise upon my honor A promise I mean to keep and cherish all my life.
ALLEGIANCE	The service which one owes his country— Loyalty and duty My devotion and obedience and love My faith, my prayers, my cooperation—myself My mind, my heart, if needed, my body Is all a part of my allegiance to my flag
TO THE FLAG	A symbol that represents the United States and its government Each star represents a state in the Union The red is for bravery, and loyalty The blue is for truth The white is for purity I am pledging allegiance to all these ideals that are embodied in the flag The thirteen stripes remind me of the ideals and loyalty of the thirteen original colonies. I am pledging allegiance to their hopes and dreams of the future. The fifty stars represent stability and security.
OF THE UNITED STATES	United means "All for one and one for all" Bound together by freedom, by language, by tolerance, by the Constitution, by happiness, by freedom of speech, by transportation, by communication, by a common coinage. Our country, that we love We have a right to vote and to decide all issues We make this union by living it The poor and rich work together. The government is for them, The United States belongs to the people.
OF AMERICA	The land of freedom, education and peace The great Western World where people are bound together by friendship— Where ideals of unselfishness, brotherhood and fair play are the standards by which the continents want to live. America! The dream of every liberty-loving man for the past centuries!
AND TO THE REPUBLIC	No dictators! Free and secret ballot Clean and just elections A government by the people through their chosen representatives our WAY of life— The right to select or reject our officials Free ideals Every individual is important in a republic The government is ours; we do not belong to the state We pledge allegiance to the people we elect to make our laws

FOR WHICH IT STANDS	Our flag stands for our republic Our flag stands for just laws It stands for my protection, my safety, my health, my business Wherever our flag goes, there is the power of the United States No matter how poor, if the United States Flag flies, the power of the entire nation protects that spot—"For which it stands"
ONE NATION,	It is OUR nation, where Democracy rules Where ideas may develop and be protected The melting pot of civilization The land where the big man, the common man, and the laborer have an equal voice in making the laws that govern all of them alike. Where foreigners may become citizens and help make the laws The ONE nation of its kind that has ever existed We must maintain our allegiance to keep it strong.
UNDER GOD	We recognize the Supreme Being as having power over all The creator of this world The giver of life and all things
INDIVISIBLE	Throughout two hundred years, and several wars, it has been proven that this nation is indivisible. As a family is bound together by ties of blood, so this nation is bound together in one great family of states. "United we stand; divided we fall."
WITH LIBERTY	The outstanding cause of the growth and development of the United States— Freedom of speech and the press The first ten amendments to the Constitution— The Bill of Rights Absolute freedom of religion Ideals and standards of conduct, so long as they do not impose upon others. Liberty does not mean license. We must always think of others. At the gateway of the United States is the Statue of Liberty— watching o'er our land
AND JUSTICE	Justice is the right of every man Our nation established courts of justice Our soldiers, sailors, and marines have given their lives for liberty and justice Equality under law
FOR ALL	"All" truly means everybody You and I and all we love are a part of it.

(The Pledge means all this to me. This I promise when I salute my flag and give the Pledge)

THE PEOPLE'S VOICE

Eileen G. Harvey

Barton Elementary School
Barton, Vermont

LESSON OVERVIEW:

This lesson focuses on the social climate and citizen response to the political figures and issues of the time as shown through the song lyrics of the period.

Folksongs have long been used as a means of expression and entertainment for the common citizen. Folksongs have also been used as a means of making a political statement on the issues of the day.

The songs in this lesson are from the late seventeen and early eighteen hundreds. The vocabulary is reflective of the language of that day.

In addition to the songs of this period I encourage the use of political songs from other periods of American history. Many of these songs are well known and should be easy to find.

In looking for modern songs, I would like to suggest the music of the sixties and the song "The Russians Love Their Children Too" by Sting. This song can be found on the album *The Island of the Blue Turtles.* It is a good song for two reasons: (1) it discusses a specific issue and reflects popular concerns of the day, and (2) the song makes reference to current political figures.

GOALS:

As a result of this lesson, students will:

- gain a knowledge of the lifestyles of the citizenry of America in the late 1700s;
- develop an awareness of music and song as a means of political expression;
- analyze lyrics to determine public opinion on the political issues of the day;
- compare political songs of the 1700s with the political songs of today.

MATERIALS:

1. handout 1, "Election Hymn"
2. handout 2, "Jefferson and Liberty"

Other Suggested Songs:

3. "Yankee Doodle"
4. "When Johnny Comes Marching Home"
5. "Dixie"
6. "Swing Low Sweet Chariot"
7. "Where Have All The Flowers Gone"

GRADE LEVEL:

This lesson is appropriate for students in middle to upper elementary grades.

PROCEDURES:

1. Distribute Handout 1, "Election Hymn," to each child.
2. The song could be taught to the class with the lyrics on a chart or overhead. After the students are familiar with the song you may choose to do any of the following activities.
   a. Have students identify and chart words and phrases that are no longer used in everyday language.
   b. Have students analyze the lyrics to identify the opinions of George Washington.
   c. Use recordings of fugue music to relate the social gatherings of the period to the students.
3. Use the following questions as discussion starters:
   a. Who is mentioned in this song?
   b. What did the people think about the relationship between God and George Washington?
   c. Since these songs were to be sung in four parts, when do you think they would be used?
   d. Do people today still feel the same way about their public figures as the people of the 1700s felt about George Washington?
4. Distribute Handout 2, "Jefferson and Liberty." The song should be taught to the whole class, with each student receiving a copy.
5. Compare the attitude conveyed by this song to that of "Election Hymn."
6. Have students identify and define unfamiliar vocabulary. (note: Harpies are witches.)
7. Have students research the election of 1800, determining who Jefferson had as a running mate and the outcome of the election.
8. Use the following questions as discussion starters:
   a. What makes this a political song? Discuss the concept of the song used in a political situation. Also point out that the song makes specific references to incidents in a political administration.

b. How is the song different from "Election Hymn"? Discuss the Irish melody and how it shows the influence of immigrants and their participation in the campaign.

c. Discuss the change in image from the god-like Washington to the highly regarded, but more human image of Jefferson.

9. Concluding Activity: Have the students choose a relevant issue and write a political song.

TIPS FOR THE TEACHER:

In teaching this lesson to my fourth grade class I found it helpful to have the children familar with the songs before introducing the lesson itself. These were two selections of music that they had heard in conjunction with our unit on the Constitution and Early American history.

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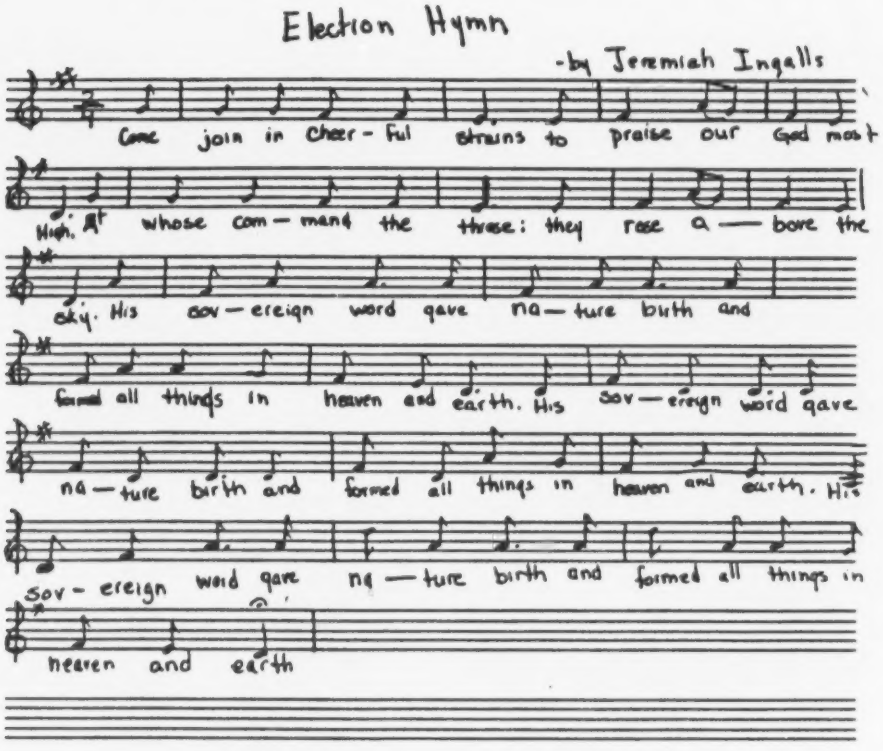
Smith, Melinda, et. al. "New Life in Times of Strife," *Update.* Winter, 1984.

"ELECTION HYMN"

"Election Hymn" comes from the singing school tradition of New England. Composers and singing teachers would travel from community to community teaching songs and conducting local choirs. These songs were often sung as fugues. This means they were done in four part harmony with the parts intricately intertwined. The music here has been simplified with just the melody line provided.


Election Hymn
-by Jeremiah Ingalls
Come join in cheer-ful strains to praise our God most
High. At whose com—mand the three: they rose a—bove the
sky. His sov—ereign word gave na—ture birth and
formed all things in heaven and earth. His sov—ereign word gave
na—ture birth and formed all things in heaven and earth. His
sov-ereign word gave na—ture birth and formed all things in
heaven and earth

Verse 2 He called our fathers forth to leave their native land.
And in this western clime be freedoms happy band
3 Times When we were weak His goodness gave
George Washington our land to save.

Verse 3 He all our councils ruled. Our troops to conquest led
While our usurping foes before his banner fled.
3 Times We'll ne'er forget those veterans great
who gave their lives our rights to save.

Verse 4 Hail deathless Washington
Columbus pride and boast
Whose name a bulwark proved, His council was a host
3 Times Thy name embalmed in every heart
SHALL LONG SURVIVE THROUGH WORKS OF ART

"JEFFERSON AND LIBERTY"

Historical Background—After George Washington completed his second term, John Adams became President. Adams was a member of the Federalist Party, the party of the wealthy and aristocratic members of society. In opposition the Anti-Federalists were the party of the less-privileged classes.

In the campaign of 1800 the Federalists chose John Adams to run for a second term. The Anti-Federalists, or Republicans chose Thomas Jefferson.

The Alien and Sedition Acts of 1798 became the prominent issue of the campaign. Adams defended their passage and enforcement during his first term. The Sedition Act states that a seditious act was anything said or printed that was "false, scandalous and malicious . . . against the government of the United States, or either House of the Congress . . . or the President of the United States, with intent to defame the said government."

The song "Jefferson and Liberty" was written as a campaign song for the election of 1800. The song refers to the Alien and Sedition Acts, ". . . the gloomy night now is o'er", and to the undeclared conflicts with France, ". . . Europe's wants and woes remote".

The Irish feel of the song comes from the fact that many of Jefferson's supporters were Irish laborers and farmers.

Jefferson And Liberty
The — gloom · y night — be - fore us flies, The
reign of ter · ror now — is o'er; It's gags · in · qui's · i —
-tors, and spies, It's nerds — of her p — ies are no more!
Re - joice! Co · lum · bia's sons, re - joice! To ty · rants
never bend — the knee. But join with heart and soul — and
voice, Jef — fer · son — and Lib · er · ty

Verse 2 From Europe's wants and woes remote,
A friendly wast of waves between,
Here plenty cheers — the humble lot and smiles —
on every village green.
Re—joice Co—lumb—ias sons, rejoice!
To ty—rants never bend — the knee, But join with
heart and soul — and voice for Jefferson and Liberty

STAMPS AND THE BILL OF RIGHTS

Roland Storly

Henry Neill Elementary
Aberdeen, South Dakota

LESSON OVERVIEW:

Learning about the Bill of Rights is an important step in helping students understand their rights and responsibilities as young citizens. It is important to prepare them for the future and to participate as informed citizens. Stamps add a unique flavor in the students' endeavors to learn about and apply the inherent rights contained within the structure of the Bill of Rights. Students will analyze and write about the Bill of Rights through the medium of stamps.

GRADE LEVEL:

This lesson is designed for students in grades five through six. The lesson can be adapted to meet the needs of students through grade twelve.

TIME TO COMPLETE:

Approximately two weeks. Time may be extended so as to make stamp collecting a yearlong project.

GOALS:

As a result of this lesson, students will:

- identify the first ten amendments listed in the Bill of Rights;
- be introduced to amendments eleven through twenty six;
- use organizational, research, and critical thinking skills;
- recognize the influences of the Magna Carta and Petition of Rights on the Bill of Rights of the United States Constitution;
- view stamps as a vehicle for understanding history.

MATERIALS:

1. chalk, chalkboard
2. 6 x 8½ inch sheet of white paper
3. handout 1, Bill of Rights Stamp
4. handout 2, Worksheet
5. handout 3, Eleanor Roosevelt Stamp
6. handout 4, Historical Stamps of the United States
7. copies of *The Constitution of the United States*
8. magazines
9. cancelled postage stamps
10. lined paper
11. encyclopedias
12. glue
13. scissors
14. "Rights Game"

BACKGROUND INFORMATION:

The first American post office was established in 1639 by the General Court of Massachusetts. A tavern operated by Richard Fairbanks was used as an official repository for mail from overseas.

In 1753, Benjamin Franklin served as the postmaster in Philadelphia. He held this position until 1774. Franklin lost this position when the British charged him with being sympathetic to the colonial cause. During this time, Franklin established a night mail service between New York and Philadelphia. He also established packet lines from England to New York and to Charleston, South Carolina. Such efforts increased the rate by which mail could be delivered, A letter traveling from Boston to Philadelphia required three days instead of six.

The Stamp Act voted upon by the British Parliament on February 17, 1765, was viewed by many in the colonies as an "act of tyranny". The British, however, saw it as a means to pay for the huge debt incurred during the French and Indian War. Protests against the Stamp Act resulted in Benjamin Franklin appearing before Parliament. Franklin was reported to have said, "You will take care of your own sakes not to lay a greater burden on us than we can bear, for you cannot hurt us without hurting yourselves." (Bowen, p.188). After considerable debate and effort, the British Parliament repealed the Stamp Act of February 22, 1766, by a vote of 275-167.

The Articles of Confederation, written in 1781, provided Congress with the power to establish and regulate post offices. Such provisions were later included in the Constitution under Article I, Section 8.

The stamps used during the 18th century relied on the use of seals and handwritten notations to show the name of the city from which the letter was sent and the amount of postage paid. Adhesive stamps were first

issued by Great Britain in 1840 to establish a uniform method and rate for handling letters. Cancelled stamps also provided a receipt to show that the postage had been collected.

The first official U.S. postage stamps were issued on July 1, 1847, by an act of Congress. The stamps were issued in two denominations: a five cent stamp featuring a portrait of Benjamin Franklin, and a ten cent stamp with a portrait of George Washington. Benjamin Franklin was recognized because he was considered the "father" of the U.S. postal system. George Washington was selected because of the great respect he had earned as the first president. Five cent stamps were required on letters traveling less than three hundred miles. Ten cent stamps were affixed for distances greater than three hundred miles.

The first stamps were issued on imperforated sheets. This required the use of scissors to separate the individual stamps. Perforated stamps first appeared in 1857.

PROCEDURES:

1. Introduce the lesson by distributing Handout 1, Bill of Rights Stamp. Have the students individually brainstorm for five minutes a list of their rights as citizens of the United States. Students are to list these rights on one side of the handout.
2. Divide the class into groups of four or five students. Ask them to combine their lists. New lists should be recorded on the backside of Handout 1. Each group is to select a spokesperson to share their list during class discussion.
3. The teacher as facilitator will reconvene the class and record on the board the rights the groups listed.
4. Distribute copies of *The Constitution of the United States*. Have the students turn to the "Amendments to the Constitution." Introduce the concept that the first ten amendments are called the Bill of Rights. Have the students compare their list with the rights contained in the Bill of Rights.
5. Have the students list the basic components of each amendment contained in the Bill of Rights. Students are to select the items from the brainstorming activity and match them with specific items in the amendments. (The teacher may choose to extend the activity to include the other amendments).
6. Show a filmstrip about the Bill of Rights. Prepare a set of questions for the students to answer before and after the filmstrip viewing. Discuss the questions. The teacher may choose to use the set of questions on Handout 2.
7. Construct a booklet using 6 x 8½ inch sheets of paper. Allocate one page for each of the basic rights included in the Bill of Rights. Have additional pages for students who may want to expand their project to include the remaining amendments. Covers can be made of construction paper. The students design their own covers. Have the students copy each amendment verbatim on a separate page of the booklet. Allow room for stamps to be attached to the page.
8. Have students look for stamps either provided by the teacher or from other sources. (See Tips for Teachers, Handout 4, Historical Stamps of the United States, which includes facsimiles of stamps students may use.) Students are to attach the stamps to the corresponding page in their stamp booklet.
9. Distribute copies of Handout 3, Eleanor Roosevelt Stamp. Have students write three questions about Eleanor Roosevelt. Have students read biographical sketches about Eleanor Roosevelt from an encyclopedia or other reference sources. The teacher may choose to provide a biographical sketch in order to expedite the process. Use *The Constitution of the United States* to research which rights Eleanor Roosevelt's work exemplified. Have students write a paragraph explaining how Eleanor Roosevelt promoted a particular right or rights. In addition, research answers to the questions asked earlier by the students.
10. Hand out a portrait stamp to each student. Have the students mount their stamp on a lined sheet of paper. Have the student research the contributions this person made to society and how the Bill of Rights influenced their life and work.
11. Have students design a stamp for the Bicentennial of the Ratification of the Bill of Rights in 1991.
12. On a bulletin board labeled "The Bill of Rights", have students design their own stamp which makes a statement about a right guaranteed in the Bill of Rights. This may be accomplished by having students look in magazines for pictures which illustrate a particular right. Mount the picture on a sheet of white construction paper. Allow for a frame and perforations. Display on the bulletin board.
13. Play the "Rights Game". (See Tips for Teachers.)

EVALUATING AND DEBRIEFING:

Evaluation will be on-going. The teacher can observe the levels of understanding as the activities of this lesson unfold.

TIPS FOR THE TEACHER:

Collect as many stamps as you can. Perhaps you could have the PTA in your school be a repository. This would develop a spirit of cooperation, awareness, and involvement. Perhaps a business which handles large volumes of mail can help. Magazine ads can provide an outlet to inexpensive stamp sources. Contact a philatelic group in your community or write the Philatelic Society, 270 Madison Ave., New York, NY 10016-0656. They have slide and cassette programs on historical topics. Addresses of other philatelic societies and publications are printed on pp. 24-25 of *The Postal Service Guide to U.S. Stamps* which is available from a local post office.

Copes of *The Constitution of the United States* can be obtained in classroom quantities by writing:

Commission of the Bicentennial of the U.S. Constitution
736 Jackson Place N.W.
Washington, D.C. 20503
202/USA-1787

The "Rights Game" mentioned in the procedure can be obtained by writing:

Kansas State Department of Education
Educational Assistance Section
120 East Tenth Street
Topeka, Kansas 66612
(913) 296-3379

Options for expanding activities on the Bill of Rights may include the following activities:

- Invite a lawyer to visit the class to talk about the Bill of Rights.
- Invite a philatelist to the class to discuss stamp collecting.
- Plan a special day to observe the repeal of the Stamp Act on February 22, 1766.
- Use commemorative postage stamps featuring individuals who have pioneered women's rights. Enameled postage stamp pins can be ordered from *Women's History Resources*. The catalog can be obtained by writing to:

  National Women's History Project
  P.O. Box 3716
  Santa Rosa, CA 95402

  Commemorative stamps on women's rights can be obtained from the same address. (Set of 2 envelopes #8950 for $4.00).
- Reference books which may be used for the research project on Eleanor Roosevelt are listed in the Bibliography.

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The Postal Service Guide to U.S. Stamps. Washington, D.C., United States Postal Service, 14th Edition, 1987.

UNITED STATES
The Bill of Rights
The rights of the people shall not be violated
175TH ANNIVERSARY
5¢

Eleanor Roosevelt
USA 20¢

177

Filmstrip: THE BILL OF RIGHTS

What have you learned?

1. When and where was the Magna Carta written?

2. Whose rights did the Magna Carta protect?

3. Why was the Petition of Rights (English Bill of Rights) written?

4. Why was the Bill of Rights not included in the original Constitution of the United States?

5. Why was the Bill of Rights added to the Constitution?

AMERICAN BAR ASSOCIATION

10c

United States

4

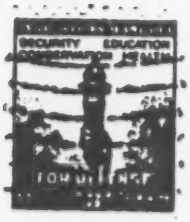
2c

1c

50c

Dorothea Dix
USA 1c

Henry Clay
USA 3c


SECURITY EDUCATION
CONSERVATION

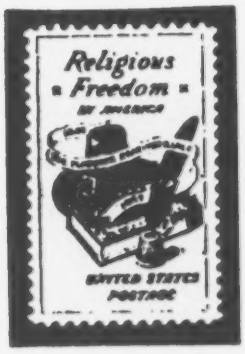
Veterans World War I
USA 22

Veterans Korea
USA 22

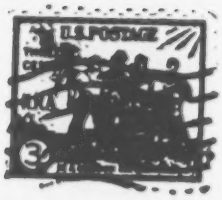
6

25
June 21, 1788
New Hampshire

June 25, 1788
Virginia
USA
25


Religious
Freedom
IN AMERICA
UNITED STATES
POSTAGE

LAW AND ORDER


U.S.POSTAGE

THE ROAD TO LIBERTY — LITERACY: Reading and Comprehending the Constitution

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LESSON OVERVIEW:

In the fifth grade, many children read about the Constitution. Some even read the Constitution itself. Often, they do not interact with the text; thus, they do not truly understand the Constitution. However, many teachers are pleased when students can recite the Preamble and list the freedoms guaranteed in the Bill of Rights. They do not expect their students to comprehend the words or to see how the document as a whole is structured.

Recent research in the field of reading has shown us that a child must interact with the text in order to comprehend it. Reading is a process by which the reader combines prior knowledge with the written word. When a reader can paraphrase what he/she has read, the text becomes his/her own.

GRADE LEVEL:

This lesson is appropriate for students in grades five and higher.

BACKGROUND KNOWLEDGE:

For the purpose of these lessons, it is presumed that the students have been introduced to the Magna Carta, the Mayflower Compact, the Declaration of Independence and the Articles of Confederation. They will need to be able to use dictionaries, almanacs, encyclopedias, indexes to American History textbooks, and other reference sources.

It is said that the delegates to the 1787 Philadelphia Convention deliberately chose ambiguous wording so that future leaders could interpret the directives of the Constitution to fit their own time. None of the framers probably envisioned that the document (or the government it established) would be in power over 200 years later. Children need to be made aware of this.

PROCEDURE:
LESSON I (three to five days):

Goals:

As a result of this lesson students will:

- read and comprehend the Preamble of the U.S. Constitution;
- understand that some of the words in the Constitution represent different concepts today than they did in 1787;
- interpret original wording of the Preamble and paraphrase it in updated language.

Materials:

1. copies of the Preamble of the Constitution
2. dictionaries, almanacs, encyclopedias
3. American History textbooks
4. books on the Constitution (see the bibliography)
5. outline maps of the United States
6. colored felt tip pens and/or colored pencils
7. red, white, and blue construction paper
8. activity sheets:
   a. handout 1, Vocabulary Development and Writing
   b. handout 2, Map Activity and Flag Activity
   c. handout 3, Unscramble the Preamble
9. reproduced newspaper articles. (See the end of this lesson.) (Handouts 4, 5, & 6)

Procedures:

1. Read together the Preamble of the Constitution.
2. Use Handouts 1, 2, and 3 to help students comprehend the meaning of the words.

Evaluation:

1. Using the information from Handout 1, Vocabulary Development and Writing, combine the phrases you rewrote with parts of the original Preamble to create a new one which will be more understandable to a friend learning about the Preamble for the first time.
2. As an optional evaluation to test students' knowledge of the Preamble, use Handout 3, Unscramble the Preamble, without providing copies of the Preamble to students.

LESSON II (one day):

Rationale:

The Constitution lists five goals for the government it formed. The goals are:

- establish justice;
- ensure domestic tranquility;
- provide for the common defense;
- promote the general welfare; and
- secure the blessings of liberty to ourselves and our posterity.

The students need to establish the relationship between the articles of the Constitution and the goals listed in the Preamble.

Goals:

As a result of this lesson students will:

- read and comprehend the articles in the Constitution;
- categorize the articles into groups as they relate to the five goals set forth in the Preamble.

Materials:

1. large chart or butcher paper
2. magic markers
3. Handout 4, Category Sort Cards (run off and laminate)

Procedure:

1. Write the five goals of the Constitution on the board.
2. Divide the class into groups of five or six students. Select a facilitator and a recorder for each group.
3. Give each recorder a sheet of large chart paper and markers.
4. Divide the chart paper into five sections.
5. Write one goal in each section.
6. Ask facilitators to distribute the set of Handout 4, category sort cards, to each member of their group.
7. Each player takes a turn reading the article or section of an article printed on his/her card.
8. The group reaches a consensus as to which is the proper category for the card. The player then places the card in that section of the chart paper. When all the cards have been sorted, stop.
9. Form a big circle on the floor with the charts in the center or tape the cards to the paper and put the chart papers on the board.
10. Discuss how each group sorted its cards. Note the similarities and differences among the groups. Try to reach consensus on the differences. (Some cards may be placed in more than one category.)

Evaluation:

Make a "super-chart" of the goals and the related articles and sections. Read them together and discuss them. The teacher will observe the interaction in the small groups and the whole class sessions.

LESSON III (two or three days):

Rationale:

The Framers of the Constitution showed great foresight when they wrote Article V. This allows the Constitution to be amended to meet the needs of a changing society. The children need to be made aware of the importance of this article and the process by which amendments can be added to the Constitution.

Background Information:

The children should be familiar with the meaning of the word "amend." They should have read and discussed the amendments to the Constitution.

Goals:

As a result of this lesson students will:

- understand the amendment process;
- identify the effect each amendment has on the Constitution.

Materials:

1. individual copies of the Constitution (see the Appendix)
2. magic markers, highlighters, or colored pencils (two different colors)
3. dictionaries
4. chart paper and markers

Procedure:

1. Review the meaning of the word "amendment".
2. Find the article in the Constitution that permits amendments to be added to the Constitution.
3. Read and discuss how the Constitution is amended.
4. Using copies of the Constitution, work individually or in pairs to:
   a. highlight in yellow those amendments which ADDED new provisions to the Constitution.
   b. highlight in pink those amendments which CHANGED existing sections of the Constitution. In the margin, note which article or amendment they changed.
   c. compare and discuss the results.

5. Brainstorm in small groups ideas for an amendment that the class thinks should be added to the Constitution. (Remember that amendments come about as an attempt to solve problems or redress inequities. Begin the discussion by trying to identify social problems or conflicts. Then discuss how the powers of government might be changed to solve these problems.)
   a. in each group, prioritize the list of potential amendments. Share the two most popular ideas with the class.
   b. record the ideas on a chart or on the board.
   c. discuss relationships between the ideas.
   d. take a class vote on the two amendments which they would want to see added to the Constitution
6. (Optional additional one- or two-day activity) Have the children prepare and present pro and con arguments on the amendments they have chosen. Also, present the amendments to another class. Each class votes on the amendment they prefer. Compare the results of the two classes.

Evaluation:

Review how amendments are ratified. Discuss why the process is so complex.

LESSON IV (one day):

Rationale:

Some children comprehend a text better when it is illustrated. Good illustrators illuminate the author's words but do not distort them.

Background Knowledge:

By using the previous three lessons in this unit, the children should know the meaning of the vocabulary in the Preamble to the Constitution. They should be able to read and comprehend the articles and the amendments.

Goals:

As a result of this lesson students will:

- visualize what the Constitution meant to the framers in 1787 and what it means today;
- compare the meaning today of a phrase, section, or article of the Constitution with what it might have meant in 1787.

Materials:

1. file folders
2. paper strips
3. markers, crayons, colored pencils
4. *We The People* by Peter Spier

Procedures:

1. Show Peter Spier's book, *We The People*, to the students
2. Discuss how the illustrations help us visualize abstract concepts.
3. Divide the children into pairs (try to have a good artist in each group.)
4. Using Lesson III and other books and reference materials, have each pair locate a phrase or concept in the Constitution which has a different meaning today.
5. Using the file folders, each pair should illustrate the phrase they have identified.

1787	TODAY

6. Glue a typed or well printed copy of the phrase to the inside of the file folder.
7. Each file folder can become a free standing mini-learning center.
8. On a table or wall near each center, place a sheet of paper where visitors to the center can record their reactions.

LESSON V (two days):

Rationale:

The Constitution, a set of laws which govern the lives of the citizens of the United States of America and ensures "liberty and justice for all", was not created out of the "blue" sky over Philadelphia during the hot summer of 1787. It came from the experiences and knowledge of many learned men. The final wording reflects the reasoning of the fifty-five delegates from twelve of the thirteen states. It also echoes the voices of other thinkers and authors from the past. James Madison and others were very familiar with the writings of John Locke, the Magna Carta, the Mayflower Compact, the Declaration of Independence, and the Articles of Confederation. If we are to understand the meaning of the Constitution, we must understand the background knowledge of the framers. This lesson is best suited to classes for the Gifted and Talented or older students.

Goals:

As a result of this lesson students will:

- understand the relationship between two important documents on the rights of citizens;
- see the threads of human rights that weaves its way from 1215 to the present.

Materials:

1. Have available copies of the *World Book Encyclopedia*. Use them to look up articles on Locke, Democracy in England, Civil Rights—Natural Law and Natural Rights, Magna Carta, and the Articles of Confederation. Copies of the Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitution, the original wording of the Preamble of the Constitution, and the original Virginia Plan and New Jersey Plan presented to the Constitutional Convention are included in the appendix. Also have copies of current newspapers available.

Procedures:

1. Assign students to read at least two of the above documents. They should also read about them in text books and other reference materials.
2. Set up groups to study the following pairs of documents:
   a. Natural Rights Philosophy of John Locke and the Mayflower Compact
   b. Magna Carta and the Constitution
   c. Mayflower Compact and the Declaration of Independence
   d. Declaration of Independence and the Articles of Confederation
   e. Declaration of Independence and the Constitution
   f. original version of the Preamble of the Constitution and the final version
   g. New Jersey Plan and the Constitution
   h. Virginia Plan and the Constitution
3. Using Venn diagrams, each group will create a model of the two documents illustrating their positions on the Rights of Man.
   The rights which are common to both documents are listed in the overlapping area.

Evaluation:

1. The groups will share their diagrams with the class.
2. The class will note the similar rights included in many of the diagrams.
3. The students will look for applications of these rights in the news today.

TIPS FOR THE TEACHER:

This unit may be too difficult for fifth grade students with below average reading ability. Many of these lessons suggest cooperative grouping. Low ability students can participate in the activities if they are assigned to groups with at least one good reader.

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VOCABULARY DEVELOPMENT AND WRITING

Reread the phrases and do the activities to unlock their meaning. Use a dictionary, an almanac, and newspaper reprints for help.

WE THE PEOPLE	1. Who were the "people" in 1787?
	2. How many people lived in the United States according to the census of 1790? How many people live in the United States today? (Use the most recent census data.)
	3. In the census of 1790, which group of people were counted as 3/5ths of a person for the purpose of assigning representatives to Congress?
	4. Which race and/or nationality was most dominant in the 1790 population?
	5. Which races are represented in census data today?
	6. Which groups of people in 1790 were counted in the census but could not vote?
	7. Which group of people living in the United States in 1790 were not counted and could not vote?
OF THE UNITED STATES	8. Do Handout 2, Map Activity, in order to visualize the country as it existed in 1787. Do Handout 2, Flag Activity, in order to learn the dates of the ratification of the Constitution.
IN ORDER TO FORM MORE PERFECT UNION	9. What were four problems which the framers saw in the Articles of Confederation?
ESTABLISH JUSTICE	10. Read the dictionary definitions of "establish" and "justice". Rewrite the phrase in your own words.
ENSURE DOMESTIC TRANQUILITY	11. Read the dictionary definitions of "ensure", "domestic", and "tranquility". Rewrite this phrase in your own words.
PROVIDE FOR THE COMMON DEFENSE	12. What did the states feel they needed to defend themselves against in 1787?
	13. What does the United States feel it needs to defend itself against today?
PROMOTE THE GENERAL WELFARE	14. Read the dictionary definitions of "promote", "general", and "welfare". Rewrite this phrase in your own words.
SECURE THE BLESSINGS OF LIBERTY TO OURSELVES AND OUR POSTERITY	15. Read the dictionary definitions of "secure", "liberty", and "posterity". Rewrite this phrase in your own words.
DO ORDAIN AND ESTABLISH THIS CONSTITUTION FOR THE UNITED STATES OF AMERICA.	16. Read the dictionary definitions of the words "ordain" and "establish". Rewrite this phrase in your own words.

MAP ACTIVITY

Using An Outline Map of the United States:

1. Indicate which states ratified the Constitution in 1787 by coloring them red.
2. Indicate the area called the Northwest Territory by coloring it green.
3. Indicate the Spanish Territory (Florida and Louisiana) by coloring it brown.
4. Indicate the two original states that were the last to ratify the Constitution by coloring them yellow.

Flag Activity:

Using construction paper, create a flag of the United States patterned after the Betsy Ross flag of 1777. On each star write the name of one of the 13 states and the date when it ratified the Constitution. (Find the picture of the flag in an encyclopedia.)

UNSCRAMBLE THE PREAMBLE

GOAL: To recall the Preamble of the Constitution

PREAMBLE SCRAMBLE

Below is the Preamble to the Constitution of the United States. Your task is to find it in this jumble of letters. You may make only 90º turns, but you may move your pencil in any direction.

T W E T H E P E O P L E R V W I T E R P S R T O F D O M N U X Y M
O R M T H Z Q O P S O O I H M N T D S O K R A B C Z P E P F Q O R
E T I N U F O E H T F F T H E U O S T S O C P F E H R T O I R M V
P E R F E C T U S K T B A N R E L T A A B A K C A B F Y A N V A S
T E W O H A P N T M H A N A P U B A L S K O C D T U F B R E W Y M
R L T M T S M I A V E U N I T E D T U P N E I R F T S E B Y R E V
Q F S P Y B O O R O H L I T D O S E A T E S O F B E F R E I A N E
E S O S R U R N S I E A H W I N G S C O M E S A S T O T S A J R O
E R O M A M R O F O T R E D R O N I A C I R E M I H S I N E R G G
P R U S N I N N A T S E Z H T W Z I L A R O N M M E S T N I V R B
E R F E C T U T L I S H J U S T I C E I N O N E O L T I C A T I S
E D O M E S N E B W O N T H Y B F L D N S U R E D G C C T O T U O
L V Q C I T I V A F D N O M Y A R O O V A P A B A G N T O M H E I
I I N A R T O V T L S O P O M O R G F O R R H L T S E R F E D I D
T Y A F D N N E S O Y D O T M A P T H O F F S I T R Y A N Q U I L
S R T N A U S A I T S U P E P I E R E E O R T Y H E E A R S M A I
D E H O Y S T P S H T J E T E A S G N O M M O C E H T R O F D R T
A F L E W L A R E N E G E H N I N T D T E L H V S I T T R E N I Y
O A N C E M W E H I W M I H G T E F E N T B I A G N O S E D A O P
D R E H W I H N E R N T H E P O R L A D W T S D A D A T T I V O R
O E N V O I H T N A C H E L L P E D U H O I F Y A R P E Y F T Y H
U A N D H T E M N N G S O F O D D R N E K C I G D S R N I F A T E
T T V S S T I H T I N H I L B V T S E L V E S A N D A I T Y D O O
I J E E M T G P V S L H M I I T U R B T C M E N T O V R S I S A R
S U T C T H T U V S E T I B H H O U E T D U D H S U I E O N I T D
T J D U S V O P O E M H N E T G M O J R E L P R E R L T H T E C A
G E N R E T H E B L V M O R T Y T O V D A D N A R P O S E N R O I
E R A C O N S T I T U T I O N F O R T H H S I L B A T S E D N A N
E D L A R A S A C I V M O T S T I N V H T P V O A H E M A U T N E
F A N Y A S L G E L G I L O L M O S S O H I S C O N S T I T U T I
G R O A G T F O H O C N K D D O R F A F H T H O Y T N I C S D C O
N T U N D A C I R E M A F O S E T A T S D E T I N U E H T R O F N
C E I H A D F O T W E N T O S T O L L C C S T R I N G J S A T O U

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HANDOUT #4

CATEGORY SORT CARDS

ARTICLE I—
LEGISLATIVE BRANCH

Description (Section 1) The Legislative branch of government, or Congress, makes all the laws. It has two parts, or houses, the Senate and the House of Representatives.

ARTICLE I

Rules (Sections 4-7) Instructions on how to operate both the House and the Senate are covered. Behavior of members, record keeping, pay and how a bill becomes a law are covered.

ARTICLE I

House of Representatives (Section 2) Members of the House of Representatives serve a two-year term. They are elected by the people. Representatives must be at least 25 years old, citizens of the United States for at least seven years, and citizens of the state they represent.

The number of representatives from each state depends on that state's population. In order to decide on the number of representatives from each state, the government must count the people every ten years. This is called a **census.**

ARTICLE I

Duties (Sections 8-10) The exact jobs of Congress are listed. Congress makes all money and trade laws. Congress decides how people can become citizens of the United States and can declare war if necessary. Powers Congress and the states do not have are also listed.

ARTICLE I

The Senate (Section 3) The Senate is made up of two senators from each state. Senators have a six-year term. Senators must be at least 30 years old, citizens of the United States for at least nine years and citizens of the state they represent.

The Vice President of the United States is in charge of the Senate, but may only vote in case of a tie.

ARTICLE II—
EXECUTIVE BRANCH

Description (Section 1) The Executive branch is made up of the President of the United States and those who help carry out laws passed by Congress. The President manages the government. A President and Vice President are elected to a four-year term.

A President must have been born in the United States, must be at least 35 years old, and must have lived in the United States for at least fourteen years.

ARTICLE II

Duties (Sections 2-4) Some of the President's jobs include carrying out the laws made by Congress, responsibility for all the armed forces, pardoning crimes, and reporting to Congress at least once a year on what the nation is doing. The President makes treaties and appoints government leaders; the Senate must give its approval.

If the President does wrong, he may be removed from office.

ARTICLE III—JUDICIAL BRANCH

Description (Section 1) The Judicial branch of government is the federal court system. The Supreme Court is the nation's highest court. It has the final say in all matters of law. Judges are appointed, not elected to office.

ARTICLE III

Duties (Section 2) The federal courts have a say in all cases that are not entirely within a state.

ARTICLE III

Treason (Section 3) The crime of treason, trying to overthrow the government, is explained.

ARTICLE IV—THE STATES

Rules about the states (Sections 1-4) All states must accept acts, records, and laws of other states. A citizen of one state must be given the same rights as the citizens of another state he or she may be in. The governor of one state may send an accused criminal from another state back to that state for trial.

New states may be added to the United States. The United States government will protect all states from enemies.

ARTICLE V—AMENDMENTS

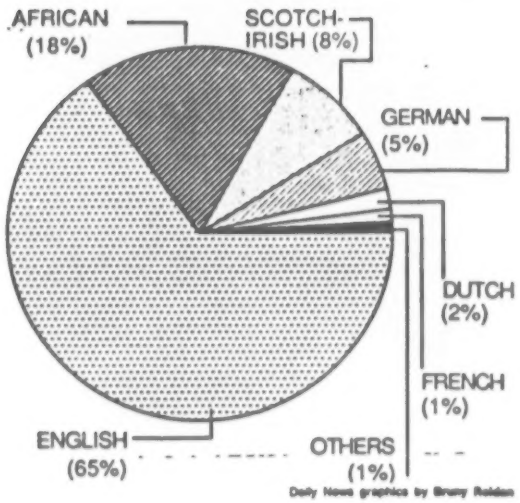
Making changes The Constitution may be amended, or changed.

ARTICLE VI—HIGHEST LAW

Above all others The Constitution of the United States is the highest law in the land. State laws must be under this law. All national and state lawmakers and offices must support the Constitution.

ARTICLE VII—PASSING THE CONSTITUTION

Ratification This Constitution becomes law when nine of the thirteen states ratify it, or approve it.



The Way We Were . . . in 1790

They were called "the thirteen British Colonies." And from the first census you can see why. But almost one of every five counted were of African ancestry and were considered *property*.

Notice that, aside from the African population, the overwhelming majority traced their roots to Northern Europe, explaining the strong influence of the Puritan/Protestant ethic.

Today, the U.S. House of Representatives has 435 members. Ninety-two percent of the members are white, five percent of the members are black, and three percent are Hispanic. Ninety-five percent of the House members are men and five percent are women.

The U.S. Senate has 100 members. One hundred percent of the senators are white. Ninety-eight percent of the senators are men, and two percent are women.

The single most common occupation among these legislators is lawyer, accounting for sixty-two percent of the Senate and forty-two percent of the House.

This weekly page, commemorating the 200th anniversary of the U.S. Constitution, is a project of the Newspaper in Education program. Sponsoring organizations are the Philadelphia School District (Division of Social Studies, the World Affairs Council of Philadelphia, the Law, Education and Participation program of the Temple University Law School and the Daily News. Schools may order papers at fifteen cents a copy by calling 665-1234 or 854-4409 (Newspaper in Education Department).

GAINING THE RIGHT TO VOTE

Voting: From then 'til now

CITIZENS

WHO ARE CITIZENS AND HOW TO BECOME ONE

What is a citizen?

There is no mention of the word "citizen" in the original Constitution; however, it empowers Congress "to establish a uniform rule of naturalization." So the first definition of citizen is found in the first Naturalization Act passed by Congress on March 26, 1790:

> *"Any alien, being a free white person, who shall have resided within the limits and under the jurisdiction of the United States for the term of two years, may be admitted to become a citizen thereof, on application to any common law court of record, in any one of the states wherein he shall have resided for the term of at least one year. . . . The applicant is also required to submit proof to the satisfaction of such court, that he is a person of good character and taking the oath of affirmation prescribed by law, to support the Constitution of the United States, which oath or affirmation such court shall administer; and the clerk of such court shall record such application, and the proceedings thereon, and thereupon such person shall be considered as a citizen of the United States."*

The only constitutional reference to citizens is found in the 14th Amendment, adopted in 1868:

> *"All persons born or naturalized in the United States . . . are citizens of the United States and of the State wherein they reside."*

This means anyone born in the USA or of parents who are USA citizens is automatically a citizen. Persons born in other countries can become citizens through naturalization.

To become a naturalized citizen, a person must:
- Be 18 years of age.
- Have resided in the USA for five years.
- Be able to read and write.
- Pass a citizenship test.
- Take an oath of allegiance.
- Renounce allegiance to his former country.

Can you pass the test?

This year, about 300,000 immigrants will become citizens of the USA.

For the most part, they're spouses, parents and children of USA citizens; refugees; scientists; and artists. They're also people skilled in tough-to-fill jobs, such as electrical engineers.

After living in the USA five years, an immigrant can apply to become a citizen. The wait is three years if you marry a USA citizen.

All applicants must take an oral exam before their petition is sent to federal court for final approval. If you fail the test three times, you are asked to wait before trying again.

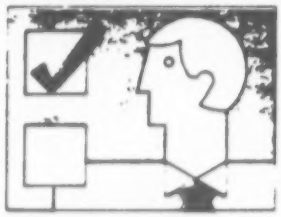
The new citizens are entitled to all the rights enjoyed by those born in this country. The only exception: being elected president of the USA.

A look at the test

Some typical questions:

1. Who is the president of the USA?
2. Must the president be a citizen?
3. What was the name of the first president?
4. Who gives the government its power?
5. How many houses are there in Congress?
6. How many parts are there in our government?
7. How many justices are in the Supreme Court?
8. What is the name given the first 10 amendments of the Constitution?
9. Name two of the first 13 colonies.
10. When was the Constitution accepted by the states?

Even though the privilege of voting seems to be one of the most basic rights of U.S. citizenship, in reality, full suffrage for citizens came through an evolutionary process that took 200 years. The granting of this right was given no head start in the early documents: the Declaration of Independence and the Constitution are silent on the subject of voter rights. Here's how the various groups gained their right to vote:



WHITE MEN

Since colonial days, there have been restrictions on the right to ballot, so much so that in 1787 only about 6 percent of the adult populance could vote.

Being white, male, at least 21, a property owner and taxpayer was the common voter profile.

Even though the framers had been exposed to powerful 18th century doctrines of natural rights (which included the right to suffrage), it was the thinking of men like Chancellor Kent of New York that prevailed.

Kent said the vote should be given to the middle class because it represented a stabilizing factor in the young country. This attitude accounted for voting restrictions well into the 19th century.

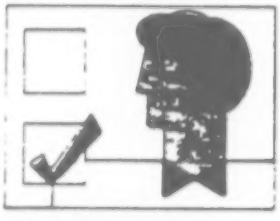
Eventually, influence was felt from the less aristocratic governments of the Western states. They offered poor settlers not only land, but also the right to suffrage.

Frontier historian Frederick Jackson Turner predicted that "The wind of Democracy will blow so strongly from the west" that Eastern states will feel pressured to imitate them.

This changed attitude was especially felt as states entered the union.

The War of 1812 brought the call: "If they were good enough to fight, they were good enough to vote."

By 1828, most states allowed white men 21 or older to vote. In 1856, North Carolina became the last state to eliminate the payment of property tax as a requirement to voting.



BLACK MEN

By the outbreak of the Civil War, black men had been given suffrage in four states: Maine, Massachusetts, New Hampshire and Vermont.

Slaves were not allowed to vote; in fact, the Dred Scott decision of 1857 determined that slaves were property, not citizens.

The Civil War highlighted the crisis over the question of slavery, and Lincoln's Emancipation Proclamation in 1863 set in motion the process that would end "the peculiar institution."

The "Civil War Amendments" (13, 14, 15) ended slavery, defined citizenship (to include blacks) and clarified the right of blacks to vote. During the Reconstruction Period, black men in the South enjoyed the right to vote and hold office; however, as political control of the South was returned to Southerners, blacks virtually ceased to have voting rights in that region.

White Southerners used their state constitutions to keep blacks from voting. The techniques for this were established in Mississippi, Louisiana and South Carolina; all had black majorities in 1890. That year, Mississippi wrote provisions that were later imitated by other Southern states. These included:

- A long residency requirement (as many as four years)
- A poll tax
- A literacy test
- A registration requirement
- Disqualification for petty crimes

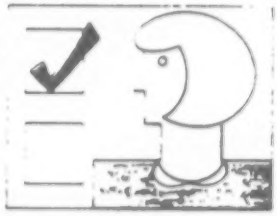
In 1955, a young minister from Alabama, Martin Luther King Jr., protested injustices against blacks in the South by leading a bus boycott in Montgomery that captured national attention.

The Civil Rights movement used the courts and public demonstration to raise the country's consciousness about the rights denied blacks, which eventually led to social change.

Congress proposed, and the states ratified, the 24th Amendment, which abolished the poll tax in 1964.

Congress got involved in guaranteeing suffrage by passing the Voting Rights Act of 1965.

Other civil rights acts since 1965 have effectively eliminated legal barriers to blacks voting.



WOMEN

During the time blacks were struggling to gain the vote, women began to work toward the same goal.

Elizabeth Cady Stanton made the first organized push for women's suffrage when she organized a 1848 convention for equal rights for women.

Throughout the Civil War, the push for women's suffrage was enmeshed with anti-slavery efforts. After the war, women lobbied hard in the South, where they said their votes would counterbalance the new black vote.

By 1890, the American Women's Suffrage Association was formed under Stanton and Susan B. Anthony.

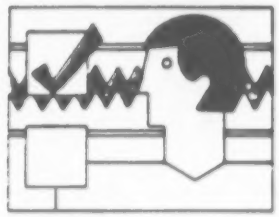
The first victories came from the Western states. Wyoming, as a territory, had granted suffrage to women.

When congressmen from Washington, D.C., complained about this provision, the Wyoming legislature replied that "I would stay out of the union 100 years rather than come in without women's suffrage."

By the end of World War I, more than half of the states allowed women to vote at least in some elections.

More and more colleges were offering better than finishing-school educations to women by this time, and participation in wartime industrial production had gained women added respect.

The upshot of these and other factors was that the 19th Amendment was ratified in 1920; thus, the constitutional right to vote was guaranteed to women.



NATIVE AMERICANS

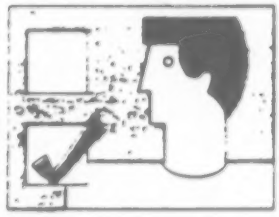
Even though American Indians inhabited North America, they were not allowed the rights of people "born or naturalized" in the USA.

Some people felt that since Indians lived on federal reserves, they were not subject to state or local jurisdiction and thus did not need to vote.

Others thought that Indians should adopt the habits and customs of the larger civilization before they were allowed to vote.

Certain people in government felt threatened by a potentially powerful bloc of Native American voters. Despite this, Indians were made citizens by the Indian Citizenship Act of 1924.

Changes in attitudes about Indian voters have been closely connected to other struggles for civil rights, particularly that of black Americans.



18-YEAR OLDS

For many years, 21 was the voting age in most states. A few states had lowered the voting age to 18; in Alaska it was 19; in Hawaii, 20.

In the 1960's a movement began to lower the voting age to 18.

One argument for lowering the voting age: Since they were required to register for the draft at 18 and possibly fight for their country, then they should be considered old enough to vote.

This argument gained fuel as the Vietnam War became unpopular.

Eventually, the issue was resolved with the ratification of the 26th Amendment to the Constitution, in 1971. This amendment gave over 10 million citizens between the ages of 18 and 21 the right to vote in the 1972 Presidential election.

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WHAT IF WOMEN HAD WRITTEN THE CONSTITUTION

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Boston, Massachusetts

LESSON OVERVIEW:

The purpose of this lesson plan is to make students aware of women's political activities from the time the Constitution was being written through the present day. Students will become aware of the concerns of women during the constitutional development period.

Students will be able to determine the growing role and influence of women in government. This study will assist the students in developing an understanding of what a Constitutional Convention might be like in present day as compared to 1787.

This will be accomplished as we move our study from home and school regulations to state and federal rules, regulations and laws. Students will also study the necessity of rules of government.

There are several forms of government that we find in our home(s), school(s), corporations, cities, states and nation. Each group is formed with its own rules, regulations and laws.

The student should have a limited background knowledge of the U.S. Constitution. This document will be more fully developed during this unit through the use of an individual hands-on constitution booklets and other visual aids.

GOALS:

- to increase and enhance the student's knowledge about the Constitution and women in the constitution process;
- to understand the role of women in the development of our government;
- to develop the skills of reading and language arts, music, art, oral and written language expression.

GRADE LEVEL:

This unit is developed for upper elementary students. It can be completed in a short period of time with single lessons or can be an extended unit used throughout the school year in segments of 30 to 45 minutes of time. Use of this unit depends on the grade level of students, their interest and involvement and how deeply the educator wants to get involved in expanding the students' knowledge and skills in this subject area.

MATERIALS:

The supplies and materials needed for this lesson are basic classroom necessities.

1. writing utensils
2. art supplies—construction paper and mural paper, crayons, markers, scissors, paint, etc.
3. reference books—dictionaries, encylopedias, atlas, almanacs and Constitution booklets
4. storybooks about women for silent sustained reading (SSR), oral reading and book reports

Community Resources:

As a resource, it is suggested that you use local speakers. A suggested list of professional speakers are:

- female lawyer
- female judge
- political science professor (preferably a female)
- local female politicians
- state and national Congressman or woman
- local school committees

PROCEDURE:

Step One:

1. Review and discuss local education department and school regulations. Begin with those rules and regulations that the students are familiar with, such as, school standards of behavior for all students.

- Discussion questions:
  - — Why is it necessary to write these rules?
  - — Who benefits by them?
  - — How does it help us as individuals?
  - — How does it help the school department?
  - — Is this a form of government?
  - — Could we add anything else to the standards?
- Local School Standards of Behavior
  - —How do they compare to the school department's standards?
  - — How do both of the school standards compare to those at home?
  - — Why are rules, regulations and laws necessary?

This is preparation for discussing rules and regulations that were made for select groups during the development of the Constitution.

2. Debriefing and Evaluation:

Are there any questions? Is there anyone that doesn't understand what has been discussed and read? Is there anything that is unclear? Does anyone have anything to add to the discussion?

Story Time:

Shh! We're Writing the Constitution.

Step Two:

1. Review the necessity of rules, regulations and laws for the well-being of ourselves and society.
2. Distribute U.S. Constitution handbooks (obtained from the Commission of the Bicentennial of the U.S. Constitution, 808 17th St., NW Washington, D.C. 20006. (202) USA 1787. at no cost for 50 or less)
3. Distribute and review vocabulary sheets (see attachment A). Have students look up unfamiliar words.
4. Read and discuss Article I. Break large group into small groups and assign groups to work in cooperative teams. Have a student recorder for each group to report back to the large group on what they have learned about their section. This process may be followed for the remainder of the articles.
5. Have students record new vocabulary words to add to the vocabulary sheets distributed at the beginning of this section.
6. This activity may take two days or more. Discuss the drafting of a school and/or class constitution. Pass out handout, Let's Write a Class Constitution (See attachment B).
7. Handouts for lesson:

   Attachment A 1) Vocabulary list. (Use of handout explained above)

   Attachment B 2) Let's Write a Class Constitution. (Use of handout explained on handout)
8. Debriefing and Evaluation:

   Summarize each article. This can be done by either the students, the teacher or use of a handout which summarizes the Constitution.
9. Special Activity:

   Plan an assembly to read the Class Constitution when it is in its final form. (Explained in handout attachment B)

   Display a copy in a heavily traveled area in the school.

   Hang a copy in the classroom.
10. Handout Attachment C:

    Read and review Constitutional Convention Invitation. Send invitations to other classes and parents written in the English of the 1780s.
11. Story Time:

    Continue reading. *Shh! We're Writing the Constitution.*

Step Three:

1. Have students make a folder from construction paper to keep the materials that they will be using and making about the U.S. Constitution.
2. Announce plans for a Portrait Gallery (three day assignment or more depending on class).
3. Design a "Surprise Box" (a cigar or comparable box) in which the names of the framers/signers of the Constitution have been placed on small cards. There should be at least one representative from each of the thirteen states. States with large representation should have more representatives in the Surprise Box (i.e. Virginia) and be sure to include the more popular signers; Franklin, Washington, Madison, Hamilton. There should be names enough for each student to have their own representative. (See attachment L)
4. The student will select a name from the box and write a report about the representative they have selected. They must also locate a picture of their representative for the Portrait Gallery. (Be aware that there are not portraits of all representatives.)
5. Use reference materials: books, textbooks, books in class, home and library. Make use of school and public library.
6. Display Portrait Gallery in heavily traveled area for view by the entire school.
7. **Poster**

   Signers of the Constitution Poster

   Display the poster of those signing the Constitution

   Discuss what is going on. Who is missing? Why? What changes would there be if the Constitutional Congress was held today? Why?
8. Share: Attachment C

   Invitation to Constitutional Convention. Have students read the invitation, notice the differences in the spelling of words compared to present day. Have them use the library to find other samples of articles or books written in the English of the 1780s.
9. Special Activity:

   Plan to have a playlet about the Constitutional Convention. Have the students write their own or use one published by the Bicentennial Commission or other publishers, such as the Polaroid Corporation.

10. Story Time:
They Signed The Constitution.

Step Four:

1. Make a mural/collage depicting a person elected for a political office.
2. Discussion:
   Were there women participating in this election?
3. What was their role and responsibility in the election?
   How do you think the women felt during the time of the signing and ratifying of the U.S. Constitution?
   Why weren't women able to participate in politics during this time?
4. Activity:
   Display the mural/collage in a highly visible place.
5. Math: (Attachment D)
   Time line—How much time elapsed from the beginning to the end of the Constitutional writing process?
   What was the time lapse from the time of the Constitutional Convention to President George Washington's Inauguration?
   What was the date of the first state to ratify the Constitution?
6. Debriefing and Evaluation:
   Who can summarize what took place in class today?
   Does anyone have anything else to add?
   What are the important points to remember?
7. Handout (Attachment E):
   Interview Sheet
8. Activity:
   Invite guest speakers to class:

Local Lawyers	City Councillors
Judges	Mayor
Politicians	Police Officials
School Committees	State Senators & Representatives

   Notify guests of your project on the U.S. Constitution. The guests are preferably females, if they are available, who can speak to the class.
9. Students Preparation:
   Have the class draft interview questions prior to the visitor's arrival.
   Have some of the questions refer to the Constitutional Congress of 1787.
   Have students fill out the interview form during the presentation and question and answer period.
   Have the guest make a presentation to the class. Ask them to include information about the following:
   What is their view about lack of female participation in the Constitutional Convention?
   How would they have felt if they had been excluded?
   What changes do they think may have been made if women had been invited to the Constitutional Convention?
   What are their responsibilities to the voters who elected them to office?
   Be prepared for a question period by the students.
10. Story Time:
    continue reading *They Signed The Constitution*

Step Five:

1. Distribute the Table of Organization of the 18th Century Family and discuss it. Students will be looking for similarities and differences between the 18th and 20th century families.
2. Handouts: (attachment F) (attachment M)
   18th Century Family Table of Organization Sheet.
   My Life in the 18th and 20th century (comparison contrast sheet)
3. Discussion:
   What would you life have been like?
   living conditions
   working conditions
   education
   social activities
   travel
   religion
   How would you have liked to live during the 18th century?
4. Activity:
   Spelling Bee on Constitution words.
   Make a comparison and contrast sheet about their lives in the 18th and 20th century (See attachment M).

Step Six "A":

Set up display of books about women. (Some suggested names and titles found on attachment N)

1. Handout: (Attachment G)
   Have youngsters select a book on which to report. The book can be read during Silent Sustained Reading or for homework).
2. Homework:
   Write a poem about your favorite woman.

3. Activity:
   Make a book with the poems from the class. Read them to another class.

Step Six "B":

1. Discussion:
   Discuss the possibilities of writing a play about women writing the Constitution.

   Hand out copies of Declaration of Sentiments 1848. (Attachments H-I-J) Read Aloud
   What are the similarities and differences between these documents and the Constitution. (Write them on the board or flip chart.)

2. Semantic Mapping:
   What portion of the Declaration of Sentiments 1848 can we use in a play?
   Which women from your reading, listening and viewing would you like to have included in a play?

3. Suggestions:
   Abigail Adams, Lucretia Mott, Elizabeth Blackwell, Margaret Fuller, Angela Grinke, Eleanor Roosevelt, Sojourner Truth, Barbara Jordan, Shirley Chisholm.
   Other suggestions of characters can be made from the books they are reading for their reports.

4. Set-up Committees for:
   - selecting characters
   - writing the play
   - making props
   - writing invitations

5. Debriefing and Evaluation:
   Anyone have any question on what we are doing? Will someone summarize what we are doing? Does anyone need assistance?

6. Resource Book:
   Use "*1787*" the day to day story of the Constitutional Convention, to select a day or days to use to center the plot of the play around.

   Story Time:
   Abigail Adams, First Lady of Faith and Courage.

Step Seven:

1. Invitations sent out to parents and students to announce the presentation of the play "What If Women Had Written the Constitution?"
2. Those who do not have a specific character role will be reporters and critics. They will write a review of the play for the school newspaper.
3. Debriefing and Evaluation:
   What do you consider to be the best part of the play and unit?
   What do you think could have been improved?
   If we were to do this type of activity again what would you do differently?
4. Congratulations:
   State your proud feelings about their accomplishments to the class.

Step Eight:

1. Have students put up a bulletin board "Women's Lives" showing women in all walks of life.
2. Handout (Attachment K):
   This is a good debriefing and evaluation activity for the entire class.
3. Story Time:
   Abigail Adams First Lady of Faith and Courage

Background Information:

Women living during the writing of the Declaration of Independence, the U.S. Constitution and the Colonial Era were basically considered second class citizens by present standards. A woman possessed few rights as a citizen and had severely limited independence. She was considered to be on or near-the-bottom of any table of organization whether in the family or society in general. Margaret Fuller, author of "Women in the Nineteenth Century" is reported as saying, nearly seventy years after the writing of the Constitution, "Men have the same feeling toward women as they have toward slaves." She believed that women should have the same rights as men. "We should have every path laid open to woman as freely as to man."

Under common law* (those basic laws brought to America from England) women could do little without the consent of their husbands. If a woman lost her husband to death, she could neither become the heir(ess) of his property nor the head of the household. Women could not vote, own property, sign wills or contracts. Property was left to the son(s) and the widow could share the inheritance with her son(s). If a woman left her husband, she lost all of her rights to her children and her property even if her parents had given it, or left it to her. The education for women stopped after grammar school. Most of their education took place in the home under the tutelage of the mother. Women were taught to become wives and mothers. Women learned to sew, cook, keep house, garden and teach and care for children. Women did not attend college, after all it wasn't necessary to have a formal education to

make tea. They did not have the opportunity to become part of the professional community. They could not become doctors, lawyers, politicians or religious leaders.

The common laws mentioned above had to be relaxed as time passed because women worked with their husbands and often times their husbands were absent and life had to go on. With the encounters with the British, in the Revolutionary War, the male population decreased and the female population grew. Women felt they were well on their way toward equivalent citizenship rights as they took on more responsibilities and promoted the growth of the colonies. But, they were in error because the legal status of women declined again after the wars. However, there were many women who worked quietly to get this changed. They did not often speak out in public but met and talked with each other. They spoke with their husbands in the privacy of their homes or in letters written to them during their absence from home. There were women who spoke out about slavery. Some of them found it difficult when they felt that their position in life was no better than that of slaves who were property of their owners and had no rights. "What then can a woman do for the slave when she herself is under the feet of man and shamed into silence", a quote from Angela Grimke.

Lucretia Mott and Elizabeth Cady Stanton called a women's rights convention in Senecca Falls, N.Y. in 1848. Their priority item of discussion was women's rights which included education, voting rights, property ownership and divorce rights. It took some doing but women did get their rights. They were also instrumental in obtaining rights for other groups.

*__Common law__ (according to Random House Dictionary) 1) the system of law originating in England, as distinct from the civil or Roman law and the ecclesiastical law. 2) the unwritten law esp. of England based on custom or court decision, as distinct from statue law. 3) the law administered through the system of courts established for the purpose as distinct from equity admiralty etc.

CONSTITUTION
VOCABULARY LIST

Congress —

Framer —

Repeal —

Constitution —

Federalist —

Ratify —

Veto —

Anti-federalist —

Delegate —

Suffrage —

Civil War —

Currency —

Amend —

Revolutionary War —

Convention —

Legislative —

Judicial —

Executive —

Brainstorm —

Ordain —

Posterity —

Tranquility —

Establish —

Domestic —

Militia —

Continental —

Note: A word matching game with the definitions can be made up with these words.

LET'S WRITE A CLASS CONSTITUTION

1) Discuss what should be included in the class constitution. Have students dictate for the teacher to write ideas on board/flip chart or have students write ideas and submit them to the teacher.

2) All members of the class are eligible to vote and submit ideas. Set guidelines as to what will be included in the constitution.

3) Read ideas and have students vote on the ideas to be included by voting with raised hand or ballot. Make allowances for changes (amendments) to the constitution if it doesn't work. Set guidelines as to the portion of the class which will have to make amendments to your constitution. The teacher will write the ideas on a sheet of paper.

4) The class will vote on the constitution in its final form and its adoption.

5) Write the constitution on large construction paper.

6) Have class, teachers and principal sign the constitution.

7) Read the constitution to schoolmates and parents.

8) Hang the constitution in a heavily traveled area.

February 21. 1787

Whereas there is provision in the Articles of Confederation and perpetual Union for making alterations therein by the assent of a Congress of the United States, and of the Legislatures of the several States; And Whereas experience hath evinced that there are defects in the present Confederation; as amean to remedy which several of the States, and particularly the State of New York by express instructions to their delegates in Congress have suggested a Convention for the purposes expressed in the following Resolution; and such Convention appearing to be the most probable mean of establishing in these States a firm National Government. —

Resolved That in the opinion of Congress it is expedient that on the second Monday in May next a Convention of Delegates who shall have been appointed by the several States, be held at Philadelphia, for the sole and express purpose of revising the Articles of Confederation, and reporting to Congress and the several Legislatures such alterations and provisions therein as shall when agreed to in Congress, and confirmed by the States render the federal Constitution adequate to the exigencies of government and the preservation of the Union. —

Chas Thomson Secy

February 26. 1787 —

Ordered That a Letter of the 21st February from C. M. Pinckney be referred to the Secretary for foreign Affairs to Report

Chas Thomson Secy

ATTACHMENT D

CONSTITUTION BICENTENNIAL TIME LINE

Convention called to amend Articles of Confederation	Feb. 21, 1787
First Quorum	May, 1787
Constitution signed by Delegates	Sept. 17, 1787
First "Federalist" Papers Published	Oct. 27, 1787
Delaware first state to ratify	Dec. 1787
New Hampshire ninth state to ratify: Constitution comes into effect	June 21, 1789
Congress names New York as Federal Capital	Sept. 13, 1788
First Federal election	Feb. 4, 1789
First Federal Congress Meets	Mar. 4, 1789
Inauguration of First President, George Washington	April 30, 1789
Bill of Rights ratified	Dec. 15, 1791

CAREER SURVEY
INTERVIEW SHEET

NAME: _____ INTERVIEWER: _____

1. What is your occupation (job title)? _____
2. What do you do on your job? _____

   _____

   _____
3. How did you get into this field? (What other jobs have you had and were they in a related field?) _____

   _____

   _____
4. What kind of training/education is necessary for this career?

   On the job _____ Junior College _____
   Apprenticeship _____ College _____
   High School _____ Graduate College _____
   Vocational School _____ Other _____
5. How are the working conditions, benefits and salaries?

	Excellent	Good	Fair	Poor
Working Conditions:	_____	_____	_____	_____
Benefits	_____	_____	_____	_____
Salary:	_____	_____	_____	_____

6. What personal qualities do you feel would be most important in your work?

   Skills: _____
   Values: _____
   Interests: _____
7. What do you like the most about your job? Why? _____

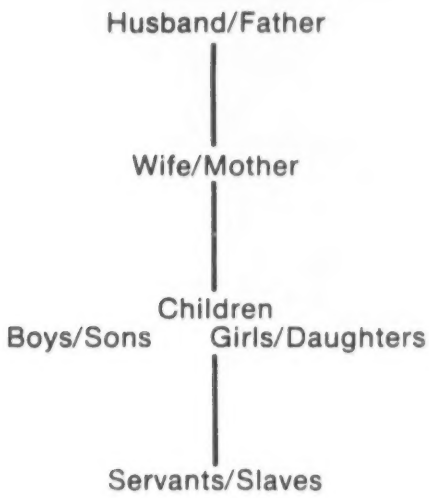
   _____
8. What do you like the least about your job? _____

   _____
9. What different jobs are there in your field? _____
10. Would you recommend to a student that he/she investigate and prepare for a career in your field? Why or why not? _____

    _____

    _____
11. Other comments _____

FAMILY TABLE OF ORGANIZATION
during the 1800's



This is a table of organization for a family in the 1800's

1) What does it tell us?

2) What are the differences and/or similarities of a table of organization that might be used today?

3) Make a table of family organization on the reverse side of this sheet reflecting family life today.

IDEAS TO LOOK FOR IN RESEARCH AND REPORTS

— When and where were they born and when did they die?

— When did they live?

— What type of education did they have?

— Where were they educated?

— What was their occupation or profession?

— Were they married? If so, who was their spouse?

— Did they have children?

— What was the person noted for?

— Did they invent something(s) or write books?

— What other things can you tell about the person(s)?

SISTER SUFFRAGETTES

Declaration of Sentiments

Women's Rights Convention, Seneca Falls, NY — 1848

We hold these truths to be self-evident: that all men and women are created equal.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men — both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master — the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women — the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilites for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation — in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

JUSTICE EQUALITY

Why Women Want to Vote.
WOMEN ARE CITIZENS,
AND WISH TO DO THEIR CIVIC DUTY.

WORKING WOMEN need the ballot to regulate conditions under which they work.
Do working men think they can protect themselves without the right to vote?

HOUSEKEEPERS need the ballot to regulate the sanitary conditions under which they and their families must live.
Do MEN think they can get what is needed for their district unless they can vote for the men that will get it for them?

MOTHERS need the ballot to regulate the moral conditions under which their children must be brought up.
Do MEN think they can fight against vicious conditions that are threatening their children unless they can vote for the men that run the district?

TEACHERS need the ballot to secure just wages and to influence the management of the public schools.
Do MEN think they could secure better school conditions without a vote to elect the Mayor who nominates the Board of Education?

BUSINESS WOMEN need the ballot to secure for themselves a fair opportunity in their business.
Do business MEN think they could protect themselves against adverse legislation without the right to vote?

TAX PAYING WOMEN need the ballot to protect their property.
Do not MEN know that "Taxation without representation" is tyranny?

ALL WOMEN need the ballot, because they are concerned equally with men in good and bad government; and equally responsible for civic righteousness.

ALL MEN need women's help to build a better and more just government, and

WOMEN need MEN to help them secure their right to fulfil their civic duties.

WOMAN SUFFRAGE PARTY
of the City of New York
Headquarters: Room 212 Metropolitan Life Building

WOMEN IN THE HOME

We are forever being told that the place for women is in the "HOME." Well, so be it. But what do we expect of her in the home? Merely to stay in the home is not enough. She is a failure unless she attends to the health and welfare, moral as well as physical, of her family, and especially of her children. She, more than anyone else, is held responsible for what they become.

SHE is responsible for the cleanliness of her house.
SHE is responsible for the wholesomeness of the food.
SHE is responsible for the children's health.
She, above all, is responsible for their morals.

How Far Can the Mother Control These Things

She can clean her own rooms, BUT, if the neighbors are allowed to live in filth, she cannot keep her rooms from being filled with bad air and smells, or from being infested with vermin

She can cook her food well, BUT if dealers are permitted to sell poor food, unclean milk or stale eggs, she cannot make the food wholesome for her children.

She can care for her own plumbing and refuse, BUT if the plumbing in the rest of the house is unsanitary, if garbage accumulates and the halls and stairs are left dirty, she cannot protect her children from the sickness and infection resulting.

She can take every care to avoid fire, BUT if the house has been badly built, if the fire escapes are inadequate, she cannot guard her children from the horros of being maimed or killed by fire.

She can open her windows to give her children the air that we are told is so necessary, BUT if the air is laden with infection, with tuberculosis and other contagious diseases, she cannot protect her children from this danger.

She can send her children out for air and exercise, BUT if the conditions that surround them on the streets are immoral and degrading, she cannot protect them from these dangers.

Alone, she cannot make these things right. Who or what can?

The city can do it — the city government that is elected by the people, to take care of the interests of the people.

And who decides what the city government shall do?

FIRST, the officials of that government; and, SECOND, those who elect them.

Do the women elect them? NO, the men do. So it is the Men and not the women who are really responsible for the

Unclean Houses Bad Plumbing
Unwholesome Food Danger of Fire
Risk of Tuberculosis and Other Diseases
Immoral Influences of the Street

In fact, MEN are responsible for the conditions under which the children live, but we hold WOMEN responsible for the results of those conditions. If we hold women responsible for the results, must we not, in simple justice, let them have something to say as to what these conditions shall be? There is one simply way of doing this. Give them the same means that men have, LET THEM VOTE.

Women are, by nature, and training, housekeepers. Let them have a hand in the city's housekeeping, even if they introduce an occasional house-cleaning.

National American Woman Suffrage Association
Headquarters: 505 Fifth Avenue, New York

BULLETIN BOARD
(Suggestions)

WOMEN'S LIVES

18th Century

20th Century

—Education—

—Career—

—Privileges—

—Expectations—
(Family & Community)

—Concerns—

—Security—

—Health—

—Protection—

—Finances—

We the People

1. Edmund Randolph 2. Nathaniel Gorham 3. John Dickinson 4. John Rutledge 5. James Wilson 6. Luther Martin 7. Oliver Ellsworth 8. Charles Pickney 9. James Madison 10. Elbridge Gerry 11. William Samuel Johnson 12. George Mason 13. George Washington 14. Benjamin Franklin 15. Rufus King 16. William R. Davie 17. John Langdon 18. William Paterson 19. Charles Cotesworth Pinckney 20. Gouverneur Morris 21. Gunning Bedord, Jr. 22. Roger Sherman 23. Alexander Hamilton 24. George Read 25 Abraham Baldwin

DONE in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In Witness Whereof We have hereunto subscribed our Names,

G°. Washington — President
and deputy from Virginia

William Jackson *Secretary*

Delaware	Geo: Read Gunning Bedford jun John Dickinson Richard Bassett Jaco: Broom
Maryland	James McHenry Dan of St. Thos. Jenifer
Virginia	John Blair James Madison Jr.
North Carolina	Wm. Blount Richd. Dobbs Spaight Hu Williamson
South Carolina	J. Rutledge Charles Cotesworth Pinckney Charles Pinckney Pierce Butler
Georgia	William Few Abr. Baldwin
New Hampshire	John Langdon Nicholas Gilman
Massachusetts	Nathaniel Gorham Rufus King
Connecticut	Wm. Saml. Johnson Roger Sherman
New York	Alexander Hamilton
New Jersey	Will: Livingston David Brearley Wm. Paterson Jona: Dayton
Pennsylvania	B. Franklin Thomas Mifflin Robt. Morris Geo. Clymer Thos. FitzSimons Jared Ingersoll James Wilson Gouv. Morris

MY LIFE IN THE 18th and 20th CENTURY

Comparison	Contrast
Living —	
Working —	
Education —	
Social Activities —	
Travel —	
Religion —	

ATTACHMENT N

Suggested Titles of Books About Women and People to Study

— *Abigail Adams, First Lady of Faith and Courage* - Evelyn Witter

— *Daughters of Liberty — The Revolutionary Experience of American Women 1750-1800* - Mary Beth Norton

— *Dearest Friend* - A Life of Abigail Adams - Lynne Withey

— *Harriet Tubman* - Francine Sabin

— *The Underground Railroad* - Conrad Stein

— *Little Women* - Louisa May Alcott

— Lucretia Mott

— Barbara Jordan

— Margaret Fuller

— Angela Grinke

— Eleanor Roosevelt

— Sojourner Truth

— Elizabeth Blackwell

— Shirly Chisholm Saunders

— Mary McLeod Bethune

— Patricia Roberts Harris

— Susan B. Anthony

— Helen Keller and Her Teacher

— Lucy Stone

— Harriet Beecher Stowe

— Ann Hutchinson

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Appendix A — The Constitution

I. Simplified Constitution of the United States
II. The Constitution of the United States

The Constitution of the United States
A Simplified Outline
Preamble

"We the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

1. The Constitution gives the *power of making laws* to Congress.
   Congress shall consist of two houses, a *Senate* and a *House of Representatives.*

   The House of Representatives:
   Term of members: two years

   A member must be at least twenty-five years old, seven years a citizen of the U.S., and when elected, an inhabitant of the state in which he or she was elected. Representation and direct taxes are decided according to the number of people living in each state. Originally persons not free (meaning black slaves) counted as three-fifths of free persons for those purposes, but since the *14th Amendment* this is no longer the case.

   Not more than one representative for every thirty thousand people. The House shall choose its Speaker and other officers.

   The Senate
   Term of senators: six years (one out of every three senators completes his or her term every two years).

   A senator must be thirty years of age, nine years a citizen of the U.S., and an inhabitant of the state in which he or she was chosen.

   The Vice President of the U.S. is President of the Senate, but only votes when there is a tie.

   Privileges or Rights of Congress
   Members cannot be arrested when attending sessions or going to or returning home. Members cannot be questioned in any other place for any speech or debate in either House.

   Lawmaking
   Money bills must start in the House. Then they have to be approved by the Senate.

   When a bill passes both Houses it goes to the President for approval. If signed by the President, it becomes law. If the President does not want to sign it, the bill should be returned to Congress, which can pass it over the President's *veto* by a two-thirds vote in both Houses. If the bill is not returned to Congress in 10 days, it becomes law without the President's signature. But if Congress has already adjourned and the President fails to return it, it is not a law *(pocket veto).*

   Powers of Congress
   To lay and collect taxes
   To pay the debts
   To provide for the common defense and general welfare of the U.S.
   To borrow money
   To regulate commerce with foreign nations and among the states
   To establish uniform rules of naturalization (making people not born in U.S. American citizens)
   To coin money
   To set up lower federal courts
   To declare war
   To raise and support an army and a navy
   To provide for calling out the state militia to carry out the laws of the U.S., put down rebellion and repel invasions
   To govern an area not to exceed ten miles square to become the Capital of the U.S. (This became Washington, D.C.), and to govern forts, arsenals, dockyards, and other "needful buildings"
   To admit new states into the Union
   To make rules and regulations for the territories of the U.S.
   "To make all laws which shall be necessary and proper for carrying into execution the foregoing powers."

2. The Constitution gives the *"executive power"* to the *President.*
   Term of the President is four years.

   Election by an *electoral college.* The person having the greatest number of votes to be President;

second highest, Vice President. In case no one has a majority of the electoral votes, then the House of Representatives shall pick a President from the top five. The House shall vote by states and a majority is needed to elect. The *12th Amendment* (1804) provided that the electors state who their choice was for President and who it was for Vice President.

A President must be "a natural born citizen" or a citizen of the U.S. at the time of the adoption of the Constitution. A President must also be at least thirty-five years old and a resident within the U.S. for fourteen years. In case the President is removed from office, is unable to carry out the duties of the office, or dies, the Vice President shall act as President. Before entering office the President is required to take an oath to "preserve, protect, and defend the Constitution of the United States."

Powers of the President

The President is commander-in-chief of the army and navy and of the state militia when called into the service of the U.S.

The President may pardon persons punished for offenses against the U.S.

The President can make treaties, but two-thirds of the Senators must agree to them.

The President appoints public officials, ambassadors, Supreme Court judges, etc., with the advice and consent of the Senate.

The President can call both Houses together on very special occasions.

The President is to carry out the laws of the U.S. faithfully.

Removal:

The President and all other civil officials can be removed from office on impeachment for, and conviction of "treason, bribery, or other high crimes and misdemeanors." The house of Representatives presents the charges against an official, who is tried in the Senate. In an impeachment trial of the President, the Chief Justice presides over the Senate and a two-thirds vote is needed for conviction.

3. The Constitution gives "judicial power," the power of judging, to a *Supreme Court* and lower courts.

   Term of the judges: They shall hold office "during good behavior"—that is to say, they cannot be dismissed unless they do wrong.

   The U.S. courts can hear suits between states, between a state and a citizen of another state, between citizens of different states, and between a state or citizen and a foreign state or a foreign citizen. They can also try cases arising from matters on the high seas (admirality).

   All crimes, except impeachment of officeholders, shall be tried by jury. Treason against the U.S. shall consist of making war or joining the enemies of the U.S. or "giving them aid and comfort." No person shall be convicted of treason unless two witnesses saw that person commit the act, or unless he or she confesses in court.

4. The Constitution *forbids the states*

   To make a treaty or alliance with a foreign country
   To issue paper money
   To keep contracts from being carried out
   To grant titles of nobility (Congress also is not allowed to do this)
   To levy taxes on imports or exports
   To keep troops or ships of war in times of peace
   To go to war without the consent of Congress

5. To change or amend the Constitution two ways are provided:
   a) Congress by a *two-thirds* vote can propose an amendment
   b) A Convention can be called by two-thirds of the states to propose amendments

   In either case, *three-fourths of the state legislatures* must approve the change before it becomes a part of the Constitution.

6. The Constitution, the laws of the U.S., and Treaties shall be "the supreme law of the land," binding on every judge in every state.

7. Nobody shall be required to belong to a particular religion in order to hold an office in the U.S. government.

THE AMENDMENTS

(Dates tell when the amendments became part of the Constitution.)

The Bill of Rights (or First Ten Amendments) (1791)

1. Congress is forbidden to pass any law setting up a religion or interfering with religious freedom or with free speech or with the right of people to get together peacefully and petition the government to have their grievances looked into.
2. The right of the people to keep and bear arms shall not be interfered with.
3. No soldier in time of peace shall be assigned to live in a private home without the consent of the owner, nor in time of war except in a lawful manner.

4. The people are protected against search and seizure without a warrant.
5. A grand jury is provided for in serious crimes. Persons are protected from being tried twice for the same offense, or from having to testify in criminal cases against themselves, or from being deprived of life, liberty, or property without lawful means.
6. A fair and speedy trial for the accused is guaranteed in criminal cases.
7. A jury trial is provided for in civil suits exceeding $20.
8. Very high bail, stiff fines, or cruel punishment are forbidden.
9. Just because certain rights of the people have been stated in the Constitution does not mean that they do not have still others not mentioned there.
10. All powers not given by the Constitution to the U.S. nor forbidden to the states are reserved to the states or to the people.

Later Amendments

11. Forbids the citizens of another state or of a foreign country from suing a state in the U.S. courts (1798).
12. Provides that the electors should state on their ballots the person they want for President and the person for Vice President (1804).
13. Forbids slavery and "involuntary servitude" (1865).
14. Forbids states from passing laws depriving *any* person of life, liberty, or property "without due process of law" or of not giving to each person the equal protection of the law (1868).
15. Forbids the U.S. or any state from preventing a person from voting because of "race, color, or previous condition of servitude" (1870).
16. Permits the income tax (1913).
17. Provides for the election of Senators *by the people* instead of by the state legislatures (1913).
18. Forbids the manufacture, sale, or shipment of intoxicating liquors (the *Prohibition Amendment)* (1919).
19. Gives women the right to vote (1920).
20. The term of the President ends on January 20. If the President elect dies before the term begins, the Vice President elect shall become President (1933).
21. Repeals the 18th Amendment; once more allows the making and sale of liquor (1933).
22. Bars any President from serving more than *two terms.* Where a Vice President has become President on the death of the President and has served more than two years of the President's term, the Vice President shall not be allowed to run for more than one term in addition (1951).
23. Gives the District of Columbia three electoral votes for the election of President and Vice President (1961).
24. *Section 1.* Forbids the United States or any state to abridge or deny any citizen the right to vote for the President or Vice President or for any state representative in Congress because of failure to pay a poll or any other tax.
    Section 2. Gives Congress the power to enforce this article by appropriate legislation (1964).
25. Sets up a plan for the Vice President to take over the duties of the President when the latter is unable to perform them (1967).
26. Permits voting by eighteen-year-olds (1971).

PREAMBLE

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE 1

Section One

Legislative Power

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section Two

House of Representatives, How Constituted
Power of Impeachment

1. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

2. No person shall be a Representative who shall not have attained the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

3. [Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other persons.]* The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall be law direct. The number of Representatives shall not exceed one for every thirty thousand, but each state shall have at least one Representative; and until such enumeration shall be made, the state of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

4. When vacancies happen in the representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

5. The House of Representatives shall choose their speaker and other officers; and shall have the sole power of impeachment.

Section Three

The Senate, How Constituted

1. [The Senate of the United States shall be composed of two Senators from each state, chosen by the legislature, for six years; and each Senator shall have one vote.]

2. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any state, the executive thereof may make temporary appointments [until the next meeting of the legislature, which shall then fill such vacancies.]

3. No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

4. The Vice-President of the United States shall be president of the Senate, but shall have no vote unless they be equally divided.

5. The Senate shall choose their other officers, and also a president pro tempore, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside; and no person shall be convicted without the concurrence of two-thirds of the members present.

*This is the original text. Passages in brackets indicate that they were affected by Amendments.

7. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment, and punishment, according to law.

Section Four

Election of Senators and Representatives

1. The times, places, and manner of holding elections for Senators and Representatives shall be prescribed in each state by the legislature thereof, but the Congress may at any time by law make or alter such regulations except as to the place of choosing Senators.

2. [The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.]

Section Five

Powers, Quorum, Journals, Meetings, Adjournments

1. Each House shall be the judge of the elections, returns, and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

2. Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two-thirds, expel a member.

3. Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgement require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one-fifth of those present, be entered on the journal.

4. Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

Section Six

Compensation, Privileges, Disabilities

1. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the Treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

2. No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States shall be a member of either House during his continuance in office.

Section Seven

Procedure in Passing Bills, Orders, and Resolutions

1. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

2. Every bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a law, be presented to the President of the United States; if he approves he shall sign it, but if not he shall return it, with his objections, to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two-thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two-thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

3. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

Section Eight
Powers of Congress

The Congress shall have power:

1. To lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

2. To borrow money on the credit of the United States;

3. To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;

4. To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

6. To provide for the punishment of counterfeiting the securities and current coin of the United States;

7. To establish post offices and post roads;

8. To promote the progress of science and useful arts, by securing for limited time to authors and inventors the exclusive right to their respective writings and discoveries;

9. To constitute tribunals inferior to the Supreme Court;

10. To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

11. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

13. To provide and maintain a navy;

14. To make rules for the government and regulation of the land and naval forces;

15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions;

16. To provide for organizing, arming and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

17. To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by session of particular states, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings; - and

18. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Government of the United States, or in any department or officer thereof.

Section Nine
Limitations upon Powers of Congress

1. The migration of importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

2. The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

3. No bill of attainder or ex post facto law shall be passed.

4. No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.

5. No tax or duty shall be laid on articles exported from any state.

6. No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another; nor shall vessels bound to, or from one state, be obliged to enter clear, or pay duties in another.

7. No money shall be drawn from the treasury but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

8. No title of nobility shall be granted by the United States: And no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title,

of any kind whatever from any king, prince, or foreign state.

Section Ten

Restrictions upon Powers of States

1. No state shall enter into any treaty, alliance, or confederation, grant letters of marque and reprisal; coin money; emit bills of credit; make any thing but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

2. No state shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any state on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

3. No state shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another state or with a foreign power, or engage in war, unless actually invaded, or in such iminent danger as will not admit of delay.

ARTICLE II

Section One

Executive Powers, Electors, Qualifications of the President

1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term, be elected, as follows:

2. Each state shall appoint, in such manner as the legislature therefore may direct, a number of electors, equal to the whole number of Senators and Representatives to which the state may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

3. [The Electors shall meet in their respective states, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them, by ballot, the Vice-President.]

4. The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

5. No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

6. [In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.]

7. The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

8. Before he enters the execution of this office, he shall take the following oath or affirmation:

"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

Section Two

Powers and Duties of the President

1. The President shall be Commander in Chief of the army and navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

3. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section Three

Powers and Duties of the President

He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Section Four

Forfeiture of Offices for Crimes

The President, Vice-President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

ARTICLE III

Section One

Judicial Powers, Tenure of Office

The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, received for their services a compensation, which shall not be diminished during their continuance in office.

Section Two

Cases to Which Judicial Power Extends

1. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states; between a state and citizens of another state; between citizens of different states; between citizens of the same state claiming lands under grants of different states, and [between a state, or the citizens thereof, and foreign states, citizens or subjects.]

2. In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

3. The trial of all crimes, except in cases of impeachment, shall be by the jury; and such trial shall be held in the state where the said crimes shall have been committed, but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

Section Three

Treason, Proof, and Punishment

1. Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

2. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood or forfeiture except during the life of the person attained.

ARTICLE IV

Section One

Faith and Credit among States

Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state. And the Congress may be general laws prescibe the manner in which such acts, records and proceedings shall be proved, and the effect thereof.

Section Two

Surrender of Fugitives

1. The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states.

2. A person charged in any state with treason, felony, or other crime, who shall flee from justice, and be found in another state, shall on demand of the executive authority of the state, from which he fled, be delivered up, to be removed to the state having jurisdiction of the crime.

3. [No person held to service or labor in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.]

Section Three

Admission of New States

1. New states may be admitted by the Congress into this Union, but no new state shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of the Congress.

2. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States, and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state.

Section Four

Guarantee of Republican Government

The United States shall guarantee to every state in this Union a republican form of government, and shall protect each of them against invasion; and on on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

ARTICLE V

Amendment of the Constitution

The Congress, whenever two-thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two-thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three-fourths of the several states, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no state, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI

Miscellaneous Provisions

1. All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the confederation.

2. This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any state to the contrary notwithstanding.

3. The Senators and Representatives before mentioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII

Ratification and Establishment

The ratification of the conventions of nine states, shall be sufficient for the establishment of this Constitution between the states so ratifying the same.

Done in Convention, by the unanimous consent of the States present, the seventeenth day of September, in the year of our Lord one thousand seven hundred and eighty-seven, and of the independence of the United States of America. In witness whereof we have hereunto subscribed our names.

George Washington, President
and Deputy from Virginia.

(This Constitution was adopted on September 17, 1787 by the Constitutional Convention, and was declared ratified on July 2, 1788.)

Signers of the Constitution

New Hampshire
John Langdon
Nicholas Gilman

Massachusetts
Nathaniel Gorham
Rufus King

Connecticut
William Samuel Johnson
Roger Sherman

New York
Alexander Hamilton

New Jersey
William Livingston
David Brearley
William Paterson
Jonathan Dayton

Pennsylvania
Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas Fitzsimons
Jared Ingersoll
James Wilson
Gouveneur Morris

Delaware
George Read
Gunning Bedford, Jr.
John Dickinson
Richard Bassett
Jacob Broom

Maryland
James McHenry
Daniel of St. Tho. Jenifer
Daniel Carrol

Virginia
John Blair
James Madison, Jr.

North Carolina
William Blount
Richard Dodds Spaight
Hugh Williamson

South Carolina
John Rutledge
Charles Cotesworth Pickney
Charles Pickney
Pierce Butler

Georgia
William Few
Abraham Baldwin

Attest: William Jackson, Secretary

AMENDMENTS TO THE CONSTITUTION

Since 1787, twenty-six amendments have been proposed by the Congress and ratified by the several states, pursuant to the fifth Article of the original Constitution.

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridgring the freedom of speech, or of the press; or the right of the people peaceably to assembly, and to petition the Government for a redress of grievances. (Ratified December, 1791.)

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed. (Ratified December, 1791.)

Amendment III

No Soldier shall, in time of peace be quartered in any house without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law. (Ratified December, 1791.)

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized. (Ratified December 1791.)

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation. (Ratified December, 1791.)

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense. (Ratified December, 1791.)

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law. (Ratified December, 1791.)

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted. (Ratified December, 1791.)

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people. (Ratified December, 1791.)

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people. (Ratified December, 1791.)

Amendment XI

The Judicial power of the United States shall not be construed to extend to any suit of law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State. (Ratified February, 1795.)

Amendment XII

The Electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;—The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. [And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.] The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States. (Ratified June, 1804.)

Amendment XIII

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation. (Ratified December, 1865.)

Amendment XIV

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States, nor shall any State deprive any perosn of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or a Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article. (Ratified July, 1868.)

Amendment XV

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation. (Ratified February, 1870.)

Amendment XVI

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration. (Ratified February, 1913.)

Amendment XVII

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: *Provided*, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution. (Ratified April, 1913.)

Amendment XVIII

[Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and Several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.] (Ratified January, 1919.)

Amendment XIX

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation. (Ratified August, 1920.)

Amendment XX

Section 1. The terms of the President and Vice-President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3rd day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3rd day of January, unless the shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice-President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice-President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice-President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission. (Ratified January, 1933.)

Amendment XXI

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress. (Ratified December, 1933.)

Amendment XXII

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress. (Ratified February, 1951.)

Amendment XXIII

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice-President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States; but they shall be considered, for the purposes of the election of President and Vice-President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation. (Ratified March, 1961.)

Amendment XXIV

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice-President, for electors for President or Vice-President, or for Senator or Representative in

Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation. (Ratified January, 1964.)

Amendment XXV

Section 1. In case of removal of the President from office or of his death or resignation, the Vice-President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice-President, the President shall nominate a Vice-President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice-President as Acting President.

Section 4. Whenever the Vice-President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice-President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice-President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice-President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office. (Ratified February, 1967.)

Amendment XXVI

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation. (Ratified July, 1971.)

Appendix B — Instructional Methods

I. Instructions for Brainwriting
II. How to Use Storyboarding
III. Basic Steps for "We Search"
IV. Audio Conferencing

INSTRUCTIONS FOR BRAINWRITING

1. During this idea generation technique participants do not talk to each other. They write their ideas.
2. Each person has a **Brainwriting** form and an extra form is in the middle of the table.
3. Observe the four brainstorming rules:
   a. Criticism is ruled out. Adverse judgment of ideas must be withheld.
   b. Freewheeling is welcome. The wilder the idea, the better. It is easier to tame down than to think up. Do not be afraid to say anything that comes to mind. This will stimulate more and better ideas.
   c. Quantity is wanted. The greater the number of ideas, the greater the likelihood of producing one which is innovative. Come up with as many as you can.
   d. Combination and improvement are sought. You can use ideas previously suggested to build upon or join together into still better ideas.
4. When told to begin, write three ideas across row one (11, 12, & 13).
5. When you have written down three ideas, place the form in the middle of the table. Pick up a form someone else has discarded. Do not continue on the form you just used. Wait for one whose last three ideas are not your own. The first person to place the form in the middle of the table should pick up and use the extra form.
6. Three more ideas are now written down across row two (21, 22 & 23). These can be three new ideas or ideas stimulated by those already written down. These ideas can also be additions to or combinations of previous ideas.
7. Proceed as in steps 4, 5, and 6 until you are told to stop.
8. See the reverse side of this form for an example of a completed form. The problem worked on was the Tea-Bag.

BRAINWRITING

11	12	13
21	22	23
31	32	33
41	42	43
51	52	53
61	62	63
71	72	73

Adapted from a form attributed to Bernd Rohrbach. Rohrbach's form appeared in print in Johannsson, B. **Kreativitat and Marketing.** H. Kern AG: Switzerland, 1978. ©1979, Center for Creative Leadership.

BRAINWRITING

ADVANTAGES REPORTED BY USERS OF BRAINSTORMING/BRAINWRITING TECHNIQUES

BRAINSTORMING

- Generates high energy, humor, and fun
- Less duplication of ideas
- May produce more original ideas
- Can be physically active, including demonstrating ideas
- Risk taking can be contagious and spur groups to more innovative solutions

BRAINWRITING

- Generates higher quantity of ideas
- Less threatening to participants
- Useful when problem solving group members are from different levels in the organization (boss, subordinates, etc.)
- Useful when members of the group do not know one another
- Introverted or quieter members of the group may contribute more
- Can be used by groups that are geographically separated

When Brainstorming and/or Brainwriting may be useful to you:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

PERSPECTIVES

The following list (far from exhaustive) can stimulate innovative problem solving through searching other "perspectives" for situations analogous or parallel to your problem.

CLOCKS	GAMBLING	DIPLOMACY	HOLOGRAPHY	SCHOOL	FLYING
BIOLOGY	THE ARTS	FILMS	FINANCE	STARS	ASTROPHYSICS
TRIBAL CUSTOMS	FRATERNITIES	HOLIDAYS	PHYSICS	FOOTBALL	WINEMAKING
TENNIS	ZOOS	BLACK MAGIC	FABRICS	PHOTOGRAPHY	SPACE TRAVEL
FASHION	FARMS	ARCHAEOLOGY	THE COUNTRYSIDE	CRAFTS	AUTOMOBILES
MEDITATION	SEASON	HOSPITALS	FOREIGN COUNTRIES	ROCKS	ANTIQUES
FIBER OPTICS	SPYING	SCIENCE FICTION	ASSEMBLY LINES	BUILDINGS	ENDOCRINOLOGY
COOKING	CONSUMERISM	MICROPROCESSORS	CHEMISTRY	WEATHER	ROMANCE
FOLKLORE	ENGINEERING	TIME	FOODS	TERRORISM	ECONOMICS
FLOWERS & PLANTS	"DOWN TOWN"	RELIGIONS	ELECTRICITY		

HOW TO USE STORYBOARDING

What You Need

1) A project or problem.
2) A definition of the **type** of storyboard you are working on and its **purpose.**

   Examples:

   Idea Board: How to market a new product.

   Planning Board: To implement a marketing strategy.

   Organizing Board: To assign staff and set timelines for marketing project.
3) A large (5' x 7') composition board.
4) A large room with tables and chairs.
5) Index cards in three sizes and colors.
6) Push pins.
7) Markers for everyone.
8) A group of people (diversity helps) who have ideas to contribute on the project or problem.
9) A facilitator to run the session.
   a) open and close phases of process;
   b) keep people on target;
   c) guard rules of idea generation; and
   d) resolve discussions.

What You Do (TO make an IDEA storyboard)

1) Write purpose on largest-size card and pin top center (e.g., Idea Board—Market pantyhose to men).
2) Develop your rationale
   a) Write "rationale" in medium-size card and pin it far left near top . . . for example . . .
   b) Ask group, "**Why** do we want to market pantyhose to men?"
   c) Record answers and ideas on smallest-size cards and pin under "rationale" headers.
   d) Close off idea generation and announce opening of evaluation stage.
   e) Ask, "Which of these are **not** good reasons to market pantyhose to men?"
   f) Allow discussion of objections.
   g) Ask, "Are there other reasons we have overlooked?"
   h) Remove ideas that the group rejects, and add any additional ideas that are accepted.
   i) Rearrange remaining cards in order of importance (top to bottom). These cards can be used to state the rationale.
3) Now that the group understands what they are doing and why, open the floor for idea generation.
   a) Select gatherer and pinner.
   b) Remind group of rules for this phase.
      - No evaluation (positive or negative)
      - Many ideas, any ideas
      - Call out ideas
      - Build on the ideas of others
   c) Allow idea generation to continue until group runs out of ideas.
      - Facilitator encourages many/any ideas, and building on ideas and discourages evaluation.
      - Gatherer and pinner get all cards up on board.
4) Announce end of idea generation and open floor to objections and evaluation.
   a) Refer to purpose and rationale in making objections and forming evaluations.
   b) Allow reasonable discussion of objections.
   c) Remove objected cards.
5) Organize remaining cards.
   a) Put like cards together in vertical columns on board.
   b) Create appropriate headings for these groupings (a heading should encompass **all** cards under it.)
   c) Discuss headings and groupings.
      - Do all cards under a given heading belong there?
      - Are there any headings that are too broad and general? (If so, break them into smaller headings.)
      - Are there any headings that are too narrow and specific? (If so, combine them with other headings where they logically fit.)
      - Are there any missing headings? (If so, add them to the board.)
      - Are they any cards without a heading? (If so, put them under a heading of **Miscellaneous**.)
6) Repeat idea generation phase.
   a) Group can now develop ideas within identified headings, including any new headings.
   b) Pin new ideas under appropriate headings.
7) Repeat objection and evaluation phase.
8) Continue until the group can grasp and describe the idea or ideas that have been developing.

BASIC STEPS FOR WE-SEARCH

Procedure

1. Tell students that they are "off on an exciting adventure"—they are going to learn to write a research paper. Help them understand how important and grown up a task this is!
2. Select one topice—of great interest—for the whole class to write about. (One time when we were selecting a topic, my class was concerned about Sea World's request for 100 Alaskan killer whales—thus, our topic was killer whales. One time we had requested grant money for Athabascan art, so that became our topic.)

Information Gathering

3. Hand out copies of first reference. (I used a one page general information page on the selected topic.) Give students only a minute or two to quickly skim article. Say: "Stop, **turn article over,** write down on a sheet of paper anything you remember from the article." Allow a few minutes for students to write notes in their own words.
4. Repeat the above process 2 or 3 times, each time giving a few more minutes to read.
5. Allow students to completely read the page reference, then, again, **turn reference face down,** and write notes.

Information Sharing

6. Using the bubble outline form on a large sheet of paper, have students brainstorm giving you the information they have learned. Cluster related information together. Name the clusters—the beginnings of future paragraphs.
7. Note any discrepancies in information. Notice areas that need more information. These can be checked out in future information gathering sessions.

Information Gathering

8. Return to original source of information if needed to correct discrepancies, then correct the bubble outline. Proceed to reference #2 and repeat the information gathering process—steps 3 through 5 above. When we viewed a filmstrip as a reference, we view the whole thing; the students individually wrote down any new information they remembered from the film, then together we added the new information to the bubble outline.
9. Two references may give enough information. If it does, proceed to writing. If more information is needed, find an additional source that will give the information needed and repeat steps 3 through 5 above.

Writing the First Draft

10. Choose a cluster and write the first paragraph together on a piece of large paper, leaving space between each line. From the label you gave the cluster, write a topic sentence. From the information in the cluster, write the supporting detail sentences. Discuss these labels. Talk about indenting the first sentence so we can tell when a paragraph begins. (We had discussed onomatopoetic words prior to this experience. One students suggested one as we wrote together. This suggestion livened up the paragraph; many students used other onomatopoetic words in their own writing later!)
11. Cover the paragraph written in step 10. Have students individually write their own paragraph—**DOUBLESPACED**— using the same cluster of information. (The students wrote very good paragraphs and were very excited about them. They were surprised and pleased that their writing was so lengthy and that the writing process was so easy for them. We did lots of sharing.)
12. Choose a second cluster. Students write the second paragraph on their own without a classroom model. (If slower students will feel rushed when faster students finish before them, have something for fast students to do quietly at their desks until all have had enough time to finish writing.)
13. Choose a third cluster. Repeat step 12 above. Continue this process until all paragraphs are written. We only wrote 3 paragraphs in our first paper.

Revision

14. Begin with sample paragraph that whole classroom wrote together. Read the paragraph aloud. "What do we like about it?" "Is anything unclear about it?" "Are any words overused?" "If so, could words be used in a series?" Show them how to do this. "Are any sentences too long or too short?" "How could they be improved?" Together combine sentences or divide sentences, discussing the process together. Continue the revising process as needed.
15. Students read their own papers silently to themselves and make any corrections they think are needed.
16. Pair students with response partners.

a. Number 1 writer reads own paper orally.
b. Responder reads the #1 paper orally then hands paper back to writer.
c. Writer makes any needed changes s/he noticed in the readings.
d. Responder tells what s/he really liked about the paper. Responder asks any questions s/he has about the paper.
e. Writer writes down what responder said in step d above.

Reverse the above process.
Responder becomes writer number 2.
Writer number 1 becomes responder.

17. Writers make any changes in their papers **they choose** based on the responder's comments. Emphasize that the paper belongs to the writer; the writer decides whether or not to change paper and how.
18. Repeat step 16 with different response partners, making sure that everyone has had a strong writer as a response partner.
19. Repeat step 17.

Editing

20. Discuss the need for:
capital letters—at beginning of sentences, in titles, etc.
for commas—at pauses, after beginning phrases, after words in series, etc.
for periods, exclamation points, etc.
21. Pair students with response partners. (I used 6th grade students as response partners for my 3rd graders. It was an excellent learning experience for all the students and the papers needed very little additional correction.) In order to maintain ownership of the paper, third grade students were to hold their own paper as much as possible and always hold the pencil.
a. Third grade writer read paper orally.
b. Sixth grade student read the paper orally while 3rd grader listened for:
pauses = comma
stops = period
c. Third grade student made corrections s/he noticed.
d. Sixth grade student asked questions regarding any additional corrections that may be needed.
e. Third grade student made additional corrections s/he chose.
f. Third grade student circled any words s/he thought were misspelled.
g. Sixth grade student helped with misspelled words by helping 3rd grader spell them or by using a dictionary.
22. Teacher reads all papers privately. Teacher has individual conferences with students, telling the student what s/he really likes about the paper and asking questions regarding any changes that might be needed. Student writes down comments on response sheet.
23. Student makes any additional changes based on teacher's comments.

Final Writing

24. Discuss mechanics of writing final paper—when to skip lines, margins, etc. Have a model paper for students to look at while they are writing. Now that 3rd graders are learning keyboarding, some have been able to type their papers.
25. Students reread their own final paper and make any corrections needed. Students have at least one other student read their paper to help find any mistakes in the final write. Students make final corrections that they find necessary.
26. Students hand in final draft. CELEBRATE!!

AUDIO CONFERENCING

Audio conferencing is of the learning strategies we've found very useful in our large state. It is one that could be just as useful elsewhere. Since many of the teachers of SPICE III were not familiar with the process, I am including some basic audio conferencing information that I have learned through my classroom's experiences. We have only used conferencing for interviewing experts. Conferencing can also be used for exchanging information between groups of people at more than 2 sites.

WHAT IS AUDIO CONFERENCING?

Audio conferencing is a telephone call between more than two people or more than two locations. It is a low cost effective way to communicate—a unique way to bring many people together without travel. My students have used it to gain information about a common project from an expert. Our experts have included a U.S. Senator in Washington, D.C., an astronaut in Houston, and a Native American historian in New York.

WHY USE AUDIO CONFERENCING?

It provides students with an effective means of gaining ideas and information. It can be used to exchange information as well as providing interviewing possibilities. Being prepared, organized, and responsible becomes a priority of the students. It gives students practice in confidence building strategies. It is easy to use, efficient, and can save time and travel money.

WHERE DOES THE CONFERENCE TAKE PLACE?

An audio conferencing "site" is the official location of audio conferencing equipment within a community or region. Some communities have more than one site for people in the community to use. Some school districts have equipment that can be borrowed. Talk with your school officials to find available equipment and budget considerations.

WHAT EQUIPMENT IS USED?

Each audio conferencing site is equipped with a convener (portable speaker) and microphones with connecting plug-in cords. To speak, push down on the black bar on the microphone base and hold the bar down as long as you are speaking. You should hear yourself clearly through the convener. Release the black bar when you are finished speaking. Only one person can be heard at a time, so each must take turns. The less noise in the conferencing room the better. Everyone involved in the conference can hear the speaker through the convener.

HOW DO YOU PLAN AN AUDIO CONFERENCE?

Plan well in advance. Determine site, cost, method of payment, and condition of equipment. Get directions for the equipment and site being used.

Determine the purpose. Set objectives. Select and contact the person/s to be phoned. Draft the agenda. Have students brainstorm a list of questions. Allow other staff members, parents, etc. to contribute additional questions. Try to think of everything before making the call. Rank order the questions. The class should research all available information so the call is spent on questions that only the interviewee can answer. Select and train student participants in equipment use, telephone courtesy, notetaking, etc.

If possible, practice with students the day before the actual conference call. Recruit a friend or co-staff member to pretend to be the expert being called. Roleplaying as though they really were the expert, they speak in another room on a phone that allows their voice to be heard on the convener. Following the practice call, debrief with the students—"What did we really lilke about the interview? What do we want to change for the actual interview?

Plan to tape record the conference to be sure information is not lost.

WHAT MAKES A GOOD AUDIO CONFERENCE?

HUMANIZE IT. Be yourself! It is not unusual for people to feel nervous during their first audio conference. Welcome everyone. Be sure everyone is prepared for the conference. Have each participant introduce themselves when speaking. For example, say, "Hello. This is Carol" and then wait for the interviewee to acknowledge before they go ahead with their question. When a participant has finished, they conclude with something like, "Thank you very much. The next question comes from Ben."

Have the students keep up with the interviewee's answers. Sometimes several questions are answered in one response. Students need to be prepared for this possibility and not ask questions that have already been answered.

Follow up the conference with a debriefing session with the students. What did we learn? Did we leave any questions unanswered? What do we do next?

Send appropriate acknowledgement of appreciation to "expert".

Appendix C — Supplemental Lesson Materials
For The Road To Liberty

Putting Pen to Parchment

Not everyone who attended the Philadelphia Constitutional Convention in 1787 was in favor of the new document that would replace the Articles of Confederation. In fact only 39 of the 55 delegates actually signed the U.S. Constitution.

In 1787, the delegates to the Consitutional Convention met at Independence Hall in Philadelphia. The 55 delegates represented twelve of the thirteen sovereign states. Rhode Island refused to send delegates to the convention because it did not want the national government to interfere in Rhode Island's affairs. affairs.

The delegates had been chosen by their state legislatures to consider revising the Articles of Confederation. Instead, they decided to write a whole new constitution.

Thomas Jefferson, John Adams and Patrick Henry were not present at the Constitutional Convention. There were no women and no people of color at the convention.

In fact, the delegates who wrote the opening words of the U.S. Constitution, "We the People," were not an accurate reflection of the socio-economic makeup of the United States in either 1787 or 1987. Many of the delegates were wealthy. Thirty-one had attended college, and more than two-thirds of the delegates were lawyers. The average age of the delegates was 42. Benjamin Franklin, at 81, was the oldest delegate.

Of the 55 delegates to the Constitutional Convention, only 39 signed the U.S. Constitution on Sept. 17, 1787. One signer, John Dickinson of Delaware, left early, but he asked another delegate, George Read, to sign the Constitution for him. William Jackson, the convention secretary, witnessed the signatures.

The delegates who chose to sign the Constitution, and the states they represented, were:

New Hampshire:	John Landgon
	Nicholas Gilman
Massachusetts:	Nathaniel Gorham
	Rufus King
Connecticut:	William Samuel Johnson
	Roger Sherman
New York:	Alexander Hamilton
New Jersey:	William Livingston
	David Brearley
	William Paterson
	Jonathan Dayton
Pennsylvania:	Benjamin Franklin
	Thomas Mifflin
	Robert Morris
	George Clymer
	Thomas FitzSimons
	Jared Ingersoll
	James Wilson
	Gouverneur Morris
Delaware:	George Read
	Gunning Bedford, Jr.
	John Dickinson
	Richard Bassett
	Jacob Broom
Maryland:	James McHenry
	Daniel of St. Thomas Jenifer
	Daniel Carroll
Virginia:	John Blair
	James Madison, Jr.
	George Washington
North Carolina:	William Blount
	Richard Dobbs Spaight
	Hugh Williamson
South Carolina:	John Rutledge
	Charles Cotesworth Pinckney
	Charles Pinckney
	Pierce Butler
Georgia:	William Few
	Abraham Baldwin

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